ABSTRACT

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TEACHER PERCEPTIONS OF THE ESOL SHELTERED DELIVERY MODEL FOR GRADES 9-12 IN A METRO ATLANTA SCHOOL DISTRICT

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It was the goal of this study to examine teacher perceptions of the effectiveness of the English to Speakers of Other Languages (ESOL) Sheltered program model for 9th to 12th grade students as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners Test. This study also measured teacher perceptions of the ESOL Sheltered Program as it relates to academic improvement. The research focused on the possible relationships that may exist between ACCESS scores and ESOL teacher demographics, ESOL teacher training, ESOL teacher attitudes, ESOL teacher challenges, ESOL teacher efficacy in the use of general strategies, and ESOL teacher efficacy in the use of specific verbal and nonverbal strategies. The research design required the use of the correlation, ANOVA, and regression statistical models to test the research questions. The Cronbach Alpha statistical model was used to test the survey for reliability while item-to-scale correlations were used to the test the survey for construct validity. The researcher found that there

was a significant relationship between student performance as measured by ACCESS scores and the independent variable, School Culture for ESOL students. The dependent variable—effectiveness—revealed significant relationships with teacher attitudes, school culture for ESOL students, and teachers' self-efficacy with the use of specific verbal strategies literacy, vocabulary, and questioning. Recommendations were suggested for policy makers, district educational leaders, school educational leaders, ESOL teachers, and future researchers.

TEACHER PERCEPTIONS OF THE ESOL SHELTERED DELIVERY MODEL FOR GRADES 9-12 IN A METRO ATLANTA SCHOOL DISTRICT

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CHAPTER I

INTRODUCTION

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12. According to the Georgia Department of Education, ESOL Programs were initialized as a result of Georgia School Law Code 1981, § 20-2-156, enacted in 1985. The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the World-class Instructional Design and Assessment (WIDA) Consortium English Language Development (ELD) standards. Classroom teachers integrate these ELD standards with the Georgia Performance Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of Georgia's ELs are accommodated. To the extent practicable, it is appropriate to use the EL's home language as a means of facilitating instruction and providing parents with school-related information (Georgia Department of Education, 2015).

According to the Migration Policy Institute, Georgia ranked as one of the top 12 states with the fastest growing ESOL populations (cited in Ruiz, Hooker, & Batalova, 2015. The report revealed that the share of ESOL students in Georgia in grades K-12 was 5.5% with an enrollment total of 94,304 ESOL students during the 2012-2013 school year. Many districts surrounding the Atlanta area are impacted by the Number of ESOL

students. With such profound implications on student success, districts are implementing programs, certifying and preparing teachers to close the non-English proficiency gap in ESOL Programs (Ruiz, Hooker, & Batalova, 2015).

In 2013, an *Atlanta Journal-Constitution* article reported that the 133 school districts in the metro Atlanta area received Title I funds due to the immense growing ESOL population. The highest number of these economically disadvantaged students was Hispanic. The number of Hispanic students jumped by more than 100,000 in those dozen years, according to figures released by the Atlanta Regional Commission. Hispanic students have become 16% of the student population, as the proportion of white students declined to 37%. Asian and African-American enrollment numbers also rose. Many school districts have English Speakers of Other Languages (ESOL) and other outreach programs to help minority students, including parent centers where certified teachers work with parents on how to help their children at home succeed at school. Twenty surrounding Atlanta districts have shown increases in the Hispanic population throughout the state of Georgia districts and are provided Title III funds to develop effective programs to serve these students and close achievement gaps directly related to non-English proficiency (Badertscher & Scott, 2013). ESOL program models provide specialized instruction and vary from push-in, pull-out, and models (see Table 1).

Sheltered Instruction is an instructional approach used to make academic instruction in English understandable to LEP students. Students in these classes are "sheltered" in that they do not compete academically with native English speakers since the class includes only LEP students.

Table 1

Enrollment Change 2001-2010 of Public Schools in Metro Atlanta

County	White	Black	Asian	Hispanic
Clayton	- 8,141	+5,231	+180	+5,882
Cobb	-13,986	+11,134	+1,908	+12,125
DeKalb	+480	-6,080	+1,043	+6,190
Fayette	-3,331	+2,156	+381	+1,397
Fulton	+859	+773	+4,201	+7,716
Gwinnett	-17,326	+27,794	+6,752	+29,585
metro*	-24,925	+85,553	+19,195	+92,487

In the regular classroom, English fluency is assumed. In contrast, in the sheltered English classroom, teachers use physical activities, visual aids, and the environment to teach important new words for concept development in mathematics, science, history, home economics, and other subjects (National Clearinghouse on Bilingual Education, 1987).

The goal of the Sheltered Content Instruction Model is for ESOL students to develop English language skills in content classes. Secondary ELL students have a limited time to become academically proficient in English. Therefore, they must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL

student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented at the secondary level in both self-contained and integrated classrooms. A self-contained classroom consists of only ELL students grouped together for instruction. An integrated classroom consists of students who need ELL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, and visuals, demonstrations, modeling and sheltered vocabulary (Center for Applied Linguistics, 2015).

Purpose of the Study

The purpose of this study was to examine the teacher perceptions of the Sheltered Delivery Model in Grades 9-12 in a metro Atlanta school district as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test. This study also measured teacher perceptions of the ESOL Sheltered Program as it relates to academic improvement.

Context of the Problem

Many content area teachers emphasized that English ability should be a prerequisite for their classes and that English proficiency should be a requirement for immigration (Gunderson, 2000; Tomkins & Hoskisson, 1995). Having the expectation that all immigrant students who enter schools in the United States will be proficient in English, however, is unrealistic (Tomkins & Hoskisson, 1995).

Many immigrant students become frustrated because their learning needs are not being met due to language barriers. These students' anxiety levels are exacerbated by unreasonable expectations, and these expectations explain why dropout rates among immigrant students have increased with a decline in academic achievement. Eventually, these students become at-risk learners. Diverse language backgrounds need to be accepted and more appropriately utilized in school systems throughout the country (Garrett, 2002a, 2002b; Garrett & Morgan, 2002; Gunderson, 2000). The role of English proficiency in English limited students' success at school, including achievement in reading and language arts, is viewed as a matter of importance due to increasing at-risk numbers.

Local Context of the Problem

ESOL student populations in districts are increasing and with such increases, the questions remain: Are local districts Sheltered ESOL programs equipped to appropriately educate these students and provide strategies that will promote English proficiency and academic progress? Are Sheltered ESOL teachers certified and providing strategies to support growth and student academic achievement in all settings including mainstream classes? Sheltered ESOL students may progress in a Sheltered ESOL class, but what about beyond the Sheltered ESOL classes how are ELL students improving in the core classes and are they mastering English proficiency?

Schools by law are required to provide ESOL classes to address speaking, listening, and writing for ESOL Learners. The Sheltered ESOL class goals are to specifically target those skills and teach strategies daily to address language barriers and

influence progress in English. Skills learned from the Sheltered ESOL class should be reinforced in the other content areas along with additional strategies and accommodations that allow success in social studies, science, language arts and math classes.

Failure to implement such strategies for Sheltered ESOL students will ultimately do a disservice to these students by widening the achievement gap and lead to a high at-risk status or academic failure. The effects of not being English proficient can also lead to anxiety, disinterest in school, frustration, which leads to absenteeism and dropping out.

Locally in a metropolitan Atlanta school district, the population has grown, leading to a trend in data that has revealed that the ESOL population is at-risk according to local school reports in the areas of course performance and absenteeism. District and schools' at-risk reports, grade reports, and test scores reveal a higher correlation of at-risk Hispanic males in the areas of attendance, behavior and course performance that are monitored in the district schools.

Secondary grade level ESOL students are served in the sheltered 9th-12th grade ESOL setting in the metro Atlanta school district. These students' home languages include Spanish, Tag a Log, Russian, Creole, African, and Vietnamese. Direct ESOL students are classified as being non-English Proficient. They are classified based on districtwide International Welcome Center recommendations. WIDA are standards in the curriculum to measure student's English proficiency. The ACCESS Test measures the WIDA standards which require mastery to exit the ESOL program.

ESOL students range from 1.0-4.0 in proficiency based on the WIDA which measures developing English language proficiency. The levels are 1.0-2.0 Entering, 2.0-3.0 Beginning, 3.0-4.0 Developing, and 4.0-5.0 Expanding. Direct students are provided

English Language Learner plans at the school and teachers are required to implement and monitor plan implementation. Students are considered direct until they pass the Assessing Comprehension and Communication in English State-to-State Test (ACCESS Test) with at level 4.5 or higher. (Wisconsin Center for Education Research, 2015)

ESOL students that pass the ACCESS Test are classified as Monitored and are monitored for two years upon passing the test. Monitored students additionally have English Language Proficiency Plans. However, they are not as detailed and strategy specific as Direct students plans. Monitored students are in mainstream class and receive no ESOL services.

Sheltered instruction is a set of teaching strategies designed for teachers of academic content that lowers the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. It was originally designed for content and classroom teachers who teach in English. The benefits are for ELL students as well as native English speakers with a variety of learning styles (Center for Applied Linguistics, 2015).

Teachers adjust the language demands of the lesson in using a variety of strategies. Some strategies include modifying speech rate and tone, using context clues and models extensively, relating instruction to the student experience. Additional strategies include adapting the language of texts or tasks and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Variables

The researcher proposed the following variables to examine ESOL student proficiency in sheltered programs. The first was ESOL teacher training. Teacher certification and ESOL training, correct implementation of strategies and English language proficiency (ELP) plans influence English proficiency. Sheltered ESOL teachers are certified and trained to educate these students. The method by which teachers obtained their training for certification whether college based pre-training or district provided training can influence English proficiency in ESOL students.

The second variable was ESOL teacher attitudes towards ESOL students. Teachers are the foundation of a class and can directly impact student's performance in the classroom. ESOL teacher attitudes and their interactions with students may be the most influential factor. ESOL teacher expectations on student achievement may promote learning and improve academic performance. Teacher expectations may also have a debilitating effect on learning and performance. ESOL teacher attitudes may also provide input about adequate time for instruction, attitudes about class size and if the teachers feel that ESOL students can effectively reach goals.

ESOL teacher demographics which include the ESOL teacher’s level of experience, type of certification, years of experience and specific level of degrees served as the third variable that may promote English proficiency. Teacher experience with ESOL students, as well as their exposure to working with ESOLs, may affect proficiency. The path for obtaining ESOL certification teacher may also impact learning in the ESOL class. The level of degrees which includes the level of education may also influence English proficiency.

The fourth variable was ESOL teacher challenges. Do ESOL teachers have enough resources to teach the ESOL Sheltered Model adequately? What additional resources would assist the teachers? Are class sizes reasonable in the classroom? Do teachers possess the knowledge to address language support for the different levels of ESOL students? Are there appropriate instructional materials? Do the teachers feel supported at the school by administrators, teachers and district level personnel? These factors are valuable for the ESOL Program and understanding these challenges may assist the teachers with barriers that may hinder the promotion of English proficiency.

The next variable was a positive school culture. This is essential for helping all students achieve success. When ESOL students feel valued, they are more likely to be motivated to learn. School culture should include a welcoming environment that promotes the implementation of the ESOL program. How the program is valued, supported by school and district administration and mainstream general education teachers may impact the promotion of English. Do the mainstream teachers positively collaborate with ESOL teachers and students? Are strategies implemented and supported for ESOL students? Are English Language Learner plans followed to support ESOL students? The school culture is a variable that may promote English proficiency for students.

ESOL teacher efficacy with the frequency of use with general teaching strategies and with ESOL teaching strategies was the fifth variable. For the purpose of this study, the two strategies will be limited to non-verbal representation and background knowledge. Do teachers feel competent implementing these two strategies? How often are they implementing these strategies in instruction? Do teachers value these specific

strategies and feel they decrease language barriers? Do teachers feel that students are able to exit the program using these two and pass the ACCESS Test? Do teachers feel that they have proper training and support to implement these two strategies?

The final variable was ESOL teacher efficacy with the frequency of specific ESOL teaching strategies. These five specific strategies include modeling, vocabulary, collaboration, questioning and literacy. Do ESOL teachers feel confident and competent implementing these specific ESOL teaching strategies? Do ESOL teachers value and feel that implementation of these specific strategies assists with the English language gap? Is there one particular strategy out of the five in which ESOL teachers feel is more effective? Do teachers feel that students are able to exit the program using these specific strategies and pass the ACCESS Test?

Significance of the Study

The significance of this study lies in the possibility that it can provide research and data in regards to effective practices and strategies for a Sheltered ESOL Programs in the metro Atlanta district. This study can also provide information about ways to close the English proficiency gap with ESOL students in sheltered programs and determine relevant factors to promote progress. With the rising trend of ESOL students and the potential of ESOL students becoming at-risk, this research provides data that can be used by leaders and district personnel to problem solve and improve ESOL Sheltered Programs to promote academically successful English proficient students.

This research examined and provided information about Metro Atlanta District's Sheltered ESOL Program, Sheltered ESOL Program teacher challenges, Sheltered ESOL

teacher efficacy and provided imperative data that may promote changes to diffuse challenges and improve the sheltered ESOL program in the district. This research studied and analyzed information about best practices, and effective strategies used that promoted proficiency and exited students from the Sheltered ESOL Program. Data were collected about ESOL teachers' professional development needs to build efficacy.

School districts and leaders must address challenges and provide ways to support challenges and provide resources to assess the curriculum. An ESOL student presents greater hurdles so as leaders one must question what degree your school must adapt. The researcher provided school leaders some insight of the challenges that Sheltered ESOL Programs encounter in the district, as well as the challenges that Sheltered ESOL teachers encounter when designing, implementing, and assessing curriculum.

There is no comprehensive ESOL Program because every school and student needs are different. This study researched information for administrators to support the Sheltered ESOL population and teachers. With proper program preparation and implementation, the data analysis of this research provided small steps in promoting confident, English proficient students and quality programs.

This study provided data for teacher and leader preparation programs with some essential training needs for ESOL teachers that will cultivate ESOL students and promote progress. This study analyzed data to enhance sensitivity towards and impact the ESOL population. This study examined data for educational leaders to utilize to promote quality program improvement for ESOL Sheltered Delivery Models in 9th through 12th grades.

Research Questions

RQ1: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher training?

RQ2: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher attitudes?

RQ3: Does ESOL teacher demographics make a significant difference to student performance on the ACCESS Test?

RQ4: Is there a significant relationship between student performance on the ACCESS and ESOL teacher challenges?

RQ5: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to school culture of ESOL students?

RQ6: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher efficacy of the two general ESOL strategies nonverbal and verbal representation that builds background knowledge?

RQ7: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to teachers' use of specific verbal and nonverbal teaching strategies?

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the relevant literature related to the independent variables of the study and the dependent variables, student performance as measured by the results on the ACCESS Test and teacher perceptions of the effectiveness of Sheltered ESOL Programs in academic core classes. This chapter also provides research related to Sheltered ESOL programs and related factors. The literature is reviewed under the following headings: ESOL teacher training, ESOL teacher attitudes, ESOL teacher demographics, ESOL teacher demographics, school culture for ESOL teachers, ESOL teacher efficacy for general strategies: nonverbal and verbal strategies that build background of current content, and ESOL teacher efficacy of specific strategies: questioning, literacy, collaboration, modeling, and vocabulary.

ESOL Teacher Training

ESOL teachers must possess the appropriate skills and strategies to connect and educate ESOL students adequately. Based on an article by Spillett (2013), "English Language Development consists of five proficiency levels: Beginning, early intermediate, intermediate, early advanced and advanced" (p. 1). Spillet said that the four domains of English Language Development are listening, speaking, reading, and writing. ESOL students require instruction at their level of proficiency for the different domains. It is

imperative that ESOL teachers understand that students' progress through the levels of proficiency at various rates. Spillet's research has shown that it takes four to seven years to master advanced levels of fluency.

According to a study conducted by Garcia-Nevarez, Stafford, and Arias (2005), "Teachers play a vital role in the teaching and learning processes of students. They have the power to be agents of change and are empowered to become proactive in their students' lives" (p. 295). The study identified that many teachers are trained to work with special types of students in a classroom, including those that are special education, and English as a second language (ESOL) classes. Garcia-Nevarez, Stafford, and Arias' research documented that some teachers are unprepared to work with English language learners (ELLs) and integrate strategies into their classrooms.

A report by Garcia-Nevarez et al. (2005) documented that, "Teachers who are not properly trained can cause emotional and psychological impairment in students' educational futures" (p. 295). Such findings are powerful considering that an effective teacher is one understands that teaching involves multiple tasks to ensure that the school day and instruction runs smoothly and all students receive a quality education (Garcia-Nevarez et al., 2005).

Considering the time, it takes to master advanced levels of fluency both ESOL and general education teachers should explicitly instruct students and consistently reinforce skills. Some strategies include visual, gestures, adjusting speech, and stressing high-frequency words. Pellino (2013) stated that "Every teacher who teaches subject matter in English to ESL students is not only a teacher of the content area but is a teacher of English as well" (p. 1). As educators, we must continually reflect on our teaching and

update our practice to address the needs of the ESOL population by placing a strong emphasis on the human side of teaching. All teachers must continually focus on students particularly language deficient students and find effective ways scaffold learning to help them achieve. According to research by Meyer (2000),

> Teachers can use strategies based on social interactionist theory, such as that of Vygotsky, to create classroom conditions that foster learning by modeling, scaffolding and helping students to construct understanding, with the eventual goal of becoming independent thinkers and problem solvers. (p. 228)

Additional strategies for teaching ESOL students include: modifying tests and homework, determining key concepts, modifying vocabulary instruction, and cooperative strategies.

ESOL Certification is a standard course requirement in preservice teachers and current teachers through either district or collegiate programs. Most collegiate programs provide programs that offer ESL certification courses in undergraduate or graduate programs. The course of study includes course related to strategies and topics in language acquisition, methods in ESOL, linguistics, bilingual education, cultural differences, cultural awareness, and in some states a practicum. Funding for ESL/Bilingual Endorsements is available through the use of state appointed Title VII grants. Title VII provides federal money available to school districts and universities to develop or expand ESL programs.

ESOL Teacher Attitudes

A teacher's attitude toward bilingual education reflects commonly held notions of mainstream Americans that lead to negative teacher attitudes. These commonly held notions are that the United States is an English-speaking country and, therefore, English should be the language of instruction. Thus, maintenance of the native language is seen as a private concern and not the responsibility of the public schools. Huddy, Sears, and Cardoza (1984) reported that racial and political symbolism is more related to attitudes toward bilingual education than is a personal experience.

Research studies have noted that negative teacher attitudes toward ELLs' native languages may produce teacher behavior that can lead to teachers having negative attitudes toward the students themselves, these attitudes in turn affects student achievement (August & Hakuta, 1997; Cummings, 2000; Diaz-Rico, 2012; Gonzalez & Darling-Hammond, 2000; Gutirrez, 1981). This self-fulfilling prophecy may perpetuate itself because it may be reinforced by students' oral and written language. Research further indicates that teachers' attitudes toward language may influence their evaluation of student performance and achievement (August & Hakuta, 1997; Cummings, 2000; Daz-Rico, 2012; Gonzalez & Darling-Hammond, 2000; Gutirrez, 1981) and may affect their evaluation of children's language ability (Gutirrez, 1981). A negative evaluation may result in underestimating achievement for ELLs.

A study by Rosenthal and Jacobsen (1968) reported that teacher expectations influence student performance. The authors noted, "When teachers expected that certain children would show greater intellectual development, those children did show greater intellectual development" (p. 85). Rosenthal and Jacobson originally described the

phenomenon as the "Pygmalion Effect." The authors' central debate was that teachers' expectations determine their behavior toward students which can result in raising students' performance. Rosenthal and Jacobson's study confirmed that teachers' expectations matter and suggested that teachers can, intentionally or unintentionally, reinforce existing class, ethnic, and gender inequalities. ESOL students are not excluded from this phenomenon. Teachers' attitudes towards an ESOL student or any student can indeed influence academic success. Research has identified and supported that teacher expectations can have a substantial impact on success in ELL learning (Zabel & Zabel, 1996).

Ladson-Billings (1995a, 1995b), Diaz-Rico (2012), and Cummings (2000) have conducted studies that confirm teacher education and teacher beliefs as areas of great importance within the education of a multicultural population. Elbaz (1981), as well as Byram and Morgan (1994), reported that his or her experiences influence a teacher's knowledge. The purpose of this study was to examine the attitudes that elementary teachers have toward their ELLs' native languages (e.g., Spanish) and their use in instruction.

According to Krashen (1985), "ESL students are often anxious in mainstream classes. Teachers should seek ways to reduce the students' affective filter so that they can profit from the comprehensible input they receive" (p. 7). Based on theories, the teacher's attitude and acceptance can mitigate this anxiety in the class and allow ESOL students to feel comfortable and welcomed. Positive teacher attitudes can reduce the anxiety barriers and promote an openness for learning. Teacher's attitudes can promote or demote a student's progress for academic success (Krashen, 2003).

Attitude and motivation often intertwine in the class. If a teacher is motivated, this enthusiasm can motivate student's attitudes which will often reflect positive results in both educators and students. Vygotsky (1978) believed that motivation is necessary for learning, but not essential. A student's motivation can be enhanced by selecting problems and engaging interests of the student as the basis of instruction. Teachers can ensure the cultural relevance and appropriateness of the curriculum and instructional activities. According to Vygotsky, "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (p. 86).

ESOL Teacher Demographics

Teacher quality impacts student achievement. An ESOL teacher's background, education, and experience all relate to teaching methodologies and influence in the classroom. Based on a study by Lankford, Loeb, and Wyckford (2002), teachers significantly affect student achievement. According to the authors, "Teacher quality can provide up to a 50 percentile improvement in student achievement and that these improvements are additive and cumulative over subsequent teachers" (p. 3). Kane, Rockoff, and Staiger's (2008) research estimated that the variance of effectiveness between the higher and lower quartile of teachers resulted in a .33 standard deviation difference and impacted student gains over the course of a school year. They further expressed the consensus that more effective teachers produce greater student achievement than ineffective teachers. Recent research examining teacher effectiveness determined

that some teachers' attributes, such as higher test scores and more significant teaching experience, will produce students with higher achievement. The effects of most teacher attributes appear small in comparison to the substantial variation across students in how much they learn in a year, as measured by test score gains. Studies of teachers' value added to student achievement use state or district administrative data and thus are usually limited to assessing the effects of teacher characteristics collected by these entities (Lankford, Loeb, & Wyckford, 2002).

Current research documents that student demographics are not the determinant of student achievement. In a 50-state survey, Darling-Hammond (2000) found that student demographics (poverty, minority status, language background) are strongly related to student outcomes in reading and math at the state level. In predicting distinct achievement levels, however, demographics appear to be less influential than teacher quality variables, for instance, holding full certification and a major degree in the field. Similarly, teacher preparation is a stronger correlate of student achievement than class sizes, overall spending, or teacher salaries and accounts for 40% to 60% of the total variance in achievement after taking students' demographics into account (Darling-Hammond 2000). This study recommends and confirms a significant positive relationship between student achievement and teachers' measured verbal ability (Darling-Hammond 2000; Ferguson cited in Haycock, 2000). Also, students whose teachers held college majors or minors in the subjects they are teaching—especially in secondary math and science—performed higher on measured achievement than did students of teachers without this strong content knowledge (Blair, 2000; Goldhaber & Brewer, 1999; Haycock, 1998, 2000; Wenglinsky, 2000).

ESOL Teacher Challenges

ESOL teachers face many challenges. Challenges range from working with mainstream teachers to ultimately student achievement. According to a study by Batt (2008),

> The problem in our school is that the mainstream teachers and administrators don't understand LEP needs and how to teach them. The district's ESL program just doesn't have the staff resources, not to mention an adequate budget to do it alone. (p. 40)

The teachers in the study articulated that ESOL kids belong to everyone and that all staff members acquire classes to educate ESOL students. Schools need to refer to these students as their own instead of referring to them as outliers. Districts should demonstrate consistency from school to school to ensure ESOL students have smooth transitions from each level and support mainstream teachers at all levels. ESOL teachers need to acknowledge the notion that ESOL students require extra duties in addition to their instructional roles and that the use of such strategies are general effective teaching practices to support all learners.

Proactive teacher education programs can impact ELL challenges by modifying course offerings to include minority parent involvement, ESL methods, and sheltered instruction for all preservice teachers incorporating ESOL strategies in the education curriculum. The shared ownership at the preservice teacher level can relay the message that the success of ELL students cannot remain the sole responsibility of ESL and bilingual educators but all teachers as they will encounter ESOL students at some capacity throughout their teaching career.

The challenges for ESOL teachers include students understanding classroom directions, connecting with students and student achievement due to language barriers. Cook, Boals, and Lundberg (2011) stated, "English learners consistently perform below grade level in all content areas on accountability measures" (p. 69). The 2005 National Assessment of Educational Progress (NAEP) reported that 46% of English learner fourth graders scored "below basic" in mathematics, compared to 18% of non-English learners; for eighth graders, 71% of English learners scored below basic, compared to 30% of non-English learners. Achievement gaps between English learners and non-Hispanic white students on the 2005 NAEP were 35% in fourth grade and 50% in eighth grade (Perie, Grigg, & Dion, 2005). A 2006 Government Accountability Office (GAO) study of state test data found that a smaller percentage of English learners achieved proficient test scores on content tests than any other subgroup.

Time is a factor for all teachers but particularly with the additional preparation for ELL students. Research has noted the time as a huge challenge for teachers of ESOL students. According to a study by Youngs (1999), secondary mainstream teachers expressed time as a major challenge while working with English language learners. Teachers have extensive schedules, daily demands and are so extremely busy that preparation time for an EEL student may seem impossible, therefore causing resentment for the most experienced teacher. Time challenges at the elementary level are the same as those at the secondary level for ESOL teachers. The research by Gandara, Jolly, and Driscoll (2005) further explained the following:

> More than 20% of elementary school teachers rated insufficient time as a significant challenge; making it the second most commonly cited challenge

> for K-6 teachers. In general, they said that they lack sufficient time to do everything they need to do and that students lack adequate time to learn everything they need to learn. (p. 6)

With such scores and lower levels of proficiency, the ESOL population tends to have a high drop-out rate and is among the lowest ranking in academic achievement and expectations. They represent an at-risk population faced with a varied range of challenges. Such challenges include the home language barrier and the immersion of English in the home with non-English speaking parents and connecting with parents. Motivating ESOL students without discouraging is another challenge. Secondary teachers note challenges of helping students feel comfortable enough to try their beginning English speaking skills, helping them to feel part of the school or class, convincing them that education can assist them in, and keep them absorbed and challenged with academic content appropriate to their English language deficiency. The lack of textbook accessibility for ESOL students, teachers, are usually required to use the same books with their ESOL students as with English speaking students, even though the ESOLs often cannot understand the text.

School Culture for ESOL

According to the Glossary of Education Reform (2014), the term school culture generally refers to the general philosophies, perceptions, relationships, attitudes, and written and unwritten rules that shape an institution. The culture often refers to the influence and every aspect of how a school functions. School culture may also encompass more concrete issues such as the physical and

emotional safety of students. School culture can additionally include the degree to which a school recognizes, embraces, and celebrates cultural, ethnic, linguistic, and racial diversity. The general orderliness of classrooms and public spaces are also aligned with the school culture.

A positive school culture is one that includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. School cultures that engage and respect students, families, and educators should collaborate to enforce a constructive shared school vision. School communities should work together to understand and improve school culture, collective action powerfully supports positive youth development and learning and promotes the capacity to work and participate in a democracy. Positive school cultures support student learning and affect student motivation to learn.

Gruenert (2005) analyzed the relationship between school culture and student achievement in a study of 81 Indiana elementary, middle, and high schools. Gruenert worked from the assumption that school culture can is defined as the guiding beliefs, assumptions, and expectations that are evident in the way the school operates (Fullan & Hargreaves, 1996) and found significant relationships between various factors of school culture, school culture, leadership, and student achievement.

Marzano, Waters, and McNulty (2005) explained the link between school culture, leadership, and student achievement. They stated, “Fostering school culture that indirectly affects student achievement is a strong theme within the literature on principal leadership” (p. 47). According to an investigation by Klotz (2006),

> To create culturally sensitive educational environments, schools must set goals for success. These goals for culturally competent schools are to establish settings where all students are made to feel welcome; are engaged in learning; and are included in the full range of activities, curricula, and services. (p. 11)

School leaders must work collaboratively with school personnel, parents, and the community to accomplish positive culture goals. Additional goals of school leaders include closing achievement gaps and promoting prosocial behaviors. Positive school cultures and cultural competency benefits include preventing academic failure, reducing drop-out rates, and engaging students and their families in the school community as challenges of ESOL students. To create a positive school environment schools, need to be culturally competent. According to Klotz (2006), "A culturally competent school is defined as one that honors, respects, and values diversity in theory and practice and where teaching and learning are made relevant and meaningful to students of various cultures" (p. 11).

The challenges for some schools with ESOL parents tend to be the unwelcomed feelings of negativity due to English-only policies and fear of immigration policies due to illegal citizenship. Teacher and school administration can have a significant impact on parental involvement and parents feeling unwelcome. Arias and Campbell's research (2008) cited the following:

> The notable expansion of the ELL population, both adult and student has led some policy makers to worry that lack of English skills and knowledge of school practices may affect parental involvement with schools. The

> nation is experiencing the highest growth of non-English speaking students at a time when linguistic tolerance seems to be at a nadir. (p. 5)

In 2000, the U. S. Census Population and Housing report noted that six out of seven elementary students and two out of three secondary ELL students lived in households where no English was spoken. Linguistic isolation has increased in schools as well, where ELLs are highly concentrated in a few schools over the years. ELL parents may want to become informed and involved in their children's schooling. However, the too-frequent reality of current anti-immigrant sentiment and English-only policies make access to school sites more inaccessible parents. Schools may choose to use translators and interpreters for school and teacher conferences, or faculty and staff members may be able to use native language in communication with parents directly (U. S. Census Population and Housing, 2000).

ESOL Teacher Efficacy of General Nonverbal and Verbal Strategies that Build Background of Current Content

John Ross' (1992) research explained, "Teacher efficacy measures the extent to which teachers believe their efforts will have a positive effect on student achievement" (p. 51). Although most researchers have treated teacher efficacy as a unidimensional trait, others have distinguished two types following Bandura's (1977) distinction between expectations about one's ability to implement particular strategies and expectations about the outcomes of these strategies. The most commonly used instrument to measure efficacy was created by Gibson and Dembo

(1984). The scale produces two scores that process personal and general teaching efficacy.

Bandura's (1977, 1986, 1997) social cognitive theory centralized human agency and the way humans exercise some level of control over their lives. Bandura stated that, "Central to the exercise of control is a sense of self-efficacy or beliefs in one's capabilities to organize anti-execute its course of action required to produce a given attainment" (Bandura, 1977, p. 3). According to Hoy, Goddard, and Hoy (2000), collective teacher efficacy encompasses a group level attribute that defines the perceptions of teachers in a school. It also measures the efforts of the faculty as a whole and whether they will have a positive impact on students.

The local school district provides strategies that are research-based, proven, and efficient instructional strategies when employed consistently in classrooms across subject areas and grade levels, ensure engaging instruction and assessment that result in students achieving WIDA standards. English Language Learners (ELLs) benefit from ESOL strategies, both in language proficiency and in academic content.

The metro school district's instructional model reinforces that English language learners should be engaged in grade-level standard to the maximum extent. Acquisition of the grade-level standards depends on the student's level of English proficiency. ESOL teachers and the curriculum should focus on language functions and skills needed for the five WIDA performance standards (social and instructional, language arts, math, science and social studies) within the standards. The student's instructional time and growth in language and content take place

within regular classroom settings and the ESOL class. Collaboration between both the ESOL teacher and the regular classroom are carefully aligned to create an effective instructional environment enriched in language and academic learning.

Building background knowledge is essential to making to connection to new information. "Schemata may be thought of as 'interacting knowledge structures' stored in hierarchies in long-term memory" (Rumelhart & Ortony 1977, p. 100). Schemata has also been called the "building blocks of cognition" (Rumelhart, 1980, p. 33). Many schemata theorists have expressed the notion that we can relate new experiences with existing knowledge to comprehend new experiences.

Harper and Jong (2004) reinforced the use of visuals or other nonverbal means such as graphic organizers or hands-on activities, to make instruction more comprehensible. Using these nonverbal supports, teachers can help mediate the language demands of content learning and help ELL's connect the language used in texts and class discussions. The authors noted, "Teachers should include ways to reduce the language demands for ELLs (i.e., provide comprehensible input) while simultaneously providing opportunities for ELLs to develop the necessary academic language skills" (p. 158).

ESOL students need authentic and meaning classroom experiences to build prior knowledge. According to Krashen (1985), "cognitive development, including the acquisition of concepts and facts, is more likely to occur through problem-solving than through deliberate study" (p. 3). The application of thinking skills and applying those skills will facilitate a student's problem-solving skills.

Instead, it is the case, Krashen says, that learning is the result of working on real problems.

Visuals and nonverbal activities build ESOL students' knowledge and provide the schemata needed to connect the visuals with prior knowledge and meanings of texts. Students may use visuals and organizers and connect these images with the native language of the same items, therefore building a bridge and making a connection of knowledge structures.

ESOL Teacher Efficacy of Specific Strategies: Questioning, Literacy, Collaboration, Modeling, and Vocabulary

Teacher efficacy measures the extent to which teachers believe their efforts will have a positive effect on student achievement. The teacher's efficacy for implementation of five specific ESOL teaching strategies for ESOL instruction were researched in the study. This data evaluated the specifc strategies that ESOL teachers commonly use in the classroom.

An article by Goldenberg (2008) expressed the complex needs of ELLs' and the need for content in the English language and content areas. Goldengerg discussed whether teachers should isolate and explicity teach the language and vocabulary of academic disciplines in ELD instruction while integrating language with content lessons. Goldenberg reiterated that "Good instruction for students, in general, tends to be good instruction for ELLs in particular" (p. 17). English

instruction and effective instruction are similar in important respects to effective instruction for non-ELLs. According to Goldenberg,

> As a general rule, all students tend to benefit from clear goals and learning objectives; meaningful, challenging, and motivating contexts; a curriculum rich with content; well-designed, clearly structured, and appropriately paced instruction; active engagement and participation; opportunities to practice, apply, and transfer new learning; feedback on correct and incorrect responses; periodic review and practice; frequent assessments to gauge progress, with reteaching as needed; and opportunities to interact with other students in motivating and appropriately structured contexts. (p. 17)

Goldenberg presented data to support that ELL's acquire the basic skills of literacy through explict instrustion in the components of literacy, such as phonemic awareness, phonics, vocabulary, comprehension, and writing. Goldenberg stated the following:

> Reading comprehension requires not only the skills of reading—accurate and fluent word recognition, understanding how words form texts that carry meaning, and how to derive meanings from these texts—but it also requires fundamental language proficiency—knowledge of vocabulary, syntax, and conventions of use that are the essence of 'knowing' a language. (p. 44).

In regards to the research titled "Scaffolding through Questions in Upper Elementary ELL Learning," Kim (2010) explaind the teacher's role in questioning and the process of questioning as it guides students towards instructional goals. Students are able to reconceptualize thinking and understanding through teacher

questioning. Questioning also relates key ideas, build background and transforms learning experiences into actions to active comprehension (Kim, 2010).

Sheltered instruction combines research-based instructional techniques that characterize good teaching practices and instruction specially designed to meet the linguistic and educational needs of second-language learners in U.S. schools (Thomas, 2008). The sheltered instruction approach focuses on a communicative approach that emphasizes communication and functions over grammar and form to teach language and content. Language functions of the sheltered approach include strategies such as negotiating, explaining, describing, and defining when discussing content concepts. Characteristics of sheltered instruction include: use of cooperative learning activities with appropriately designed heterogeneous grouping of students; a focus on academic language as well as key content vocabulary; judicious use of ELLs' first language as a tool to provide comprehensibility; use of hands-on activities using authentic materials, demonstrations, and modeling; and explicit teaching and implementation of learning strategies (Thomas, 2008).

In conclusion, the following variables all relate to ESOL student proficiency. Research and literature support these independent variables as they relate to the dependent variables, student performance as measured by the results on the ACCESS Test and teacher perceptions of the effectiveness of Sheltered ESOL Programs in academic core classes.

Based on the literature, ESOL student performance is supported by ESOL teacher training, ESOL teacher attitudes, ESOL teacher demographics, school culture for ESOL teachers, ESOL teacher efficacy in general ESOL strategies:

nonverbal representation and verbal that build background current content, and ESOL teacher efficacy in specific ESOL strategies: questioning, literacy, collaboration, modeling and vocabulary. These variables shape ESOL programs and promote English proficiency for ESOL students as related the passing the ACCESS Test.

CHAPTER III

THEORETICAL FRAMEWORK

The purpose of this study was to examine the teacher perceptions of the Sheltered Delivery Model for Grades 9-12 in a Metro Atlanta School District as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test. This study also measured teacher perceptions of the ESOL Sheltered Program as it relates to academic improvement. ESOL populations in Metro Atlanta Districts are growing. With such increases, local school districts and school-based ESOL teachers in sheltered ESOL programs must be equipped to appropriately educate these students and provide strategies that promote English proficiency. Diverse language backgrounds need to be accepted and more appropriately utilized in school systems throughout the country (Garrett, 2002a, 2002b; Garrett & Morgan, 2002; Gunderson, 2000). The role of English proficiency teachers in English limited students' success at school, including achievement in reading and language arts, is viewed as a matter of importance due to rising drop-out rates and increasing at-risk data. The theoretical framework for this study was based on three theories: the theory of Vygotsky's (1962) view on the acquisition of language, Krashen's (1985) theory of second language acquisition, and Rosenthal and Jacobs' (1968) theories of teacher's expectations and student performance.

Vygotsky's (1962) view on the acquisition of language was a crucial part of the cognitive development theories that support the framework for this study. Vygotsky's studies expressed that children acquire languages in stages and that the language cognitive development depends on interactions with adults, cultural norms, and their environmental circumstances.

The zone of proximal development (ZPD) is a key concept of Vygotsky. This concept states that "learning is optimal when students are working at those tasks in the ZPD (i.e. those tasks they cannot accomplish on their own but can when working with a more knowledgeable other)" (p. 10). Motivation is enhanced when students are working on tasks within their ZPDs. Teachers must make it imperative to monitor students to ensure they are working within their ZPD as a way to promote sufficient motivation for learning (Vygotsky, 1962).

The theories of Rosenthal and Jacobsen (1968) supported that teacher expectations influenced student performance. The researchers stated, "When teachers expected that certain children would show greater intellectual development, those children did show greater intellectual development" (p. 85). Rosenthal and Jacob's central debate was that teachers' expectations determine their behavior toward students, which can result in raising students' performance. Rosenthal and Jacobson's study confirmed that teachers' expectations matter and suggested that teachers can, intentionally or unintentionally, reinforce existing class, ethnic and gender inequalities. ESOL students are not excluded from this phenomenal. Teachers' attitudes towards an ESOL student or any student can indeed influence academic success. Research has

identified and supported that teacher expectations can have a substantial impact on success in ELL learning. (Zabel & Zabel, 1996). According to Krashen (1985),

> If teachers make their classroom instruction comprehensible, then not only will the ESL students learn the subject content but they will be acquiring English at the same time. All teachers of non-native English students should regard themselves as teachers of language too. (p. 7)

Regardless of the training, all educators will educate an ESOL student at some point in their career. Educators need to possess the necessary prerequisite skills to teach content and promote the language.

Krashen's theories on language acquisition support two independent systems of second language performance, which include the acquired system' and learned system. Krashen's theories of the acquired or acquisition systems are the results of a subconscious process very similar to the process children undergo when they acquire their first language. Meaningful interactions are required in the target language along with natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act (Krashen, 1985).

Variables Examined

The independent variables examined in this study were ESOL teacher training, ESOL teacher attitudes, ESOL teacher demographics, ESOL teacher challenges, school culture for ESOL students, ESOL teacher efficacy in the use of general strategies ESOL, and teaching strategies and ESOL teacher efficacy in specific ESOL strategies as they directly relate to the dependent variables, student performance as measured by the results on

the ACCESS Test and teacher perceptions of the effectiveness of Sheltered ESOL Programs in academic core classes.

The research examined these variables and the effects of the relationship of English proficiency for ESOL students in Sheltered ESOL Programs and teacher perceptions of the Sheltered ESOL Programs as it relates to student performance.

Definition of Terms

ACCESS Test-Assessing Communication and Comprehension English State to State English proficiency Test is a test that measures English proficiency based on the WIDA standards that access reading, writing, speaking and listening based on a score range of 100 (low) to 600 (high).

English Language Learner (ELL) is a student who is learning the English language in addition to his or her native language.

Limited English Proficient (LEP) students are ones whose English Language proficiency is not sufficient enough based on ACCESS test data.

Sheltered English Speakers of Other Language Program is defined as an instructional approach based on individual needs of the particular schools used to make academic instruction in English understandable to Limited English students.

Student-English Speakers of Other Languages (ESOL) are defined as students that speak another first language other than English. Students are identified based on a three questions upon the registration in the district. If one of these three questions related to the English language in the home indicates that there is another primary language other than English spoken students are screened and tested for English proficiency.

World-Class Instructional Design and Assessment (WIDA) measures developing English language proficiency. The levels are 1.0-2.0 Entering, 2.0-3.0 Beginning, 3.0-4.0 Developing, and 4.0-5.0 Expanding. Direct students are provided English Language Learner plans at the school and teachers are required to implement and monitor plan implementation.

Definition of Variables

Dependent Variables

Core academics are defined as English, social studies, science, and math courses required for graduation.

Student performance as measured by the ACCESS Test (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). Students that score over level 4.9 or higher in reading, speaking, listening and writing are considered English proficient.

Teacher perception of program effectiveness of Sheltered ESOL Programs is defined as the extent that ESOL teachers perceive that the skills learned in ESOL Sheltered classes are effective in helping students be successful in the core academic subjects.

Independent Variables

Sheltered ESOL Instruction is defined as a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without

compromising the integrity or rigor of the subject matter. The Sheltered Instruction model in this study served 9th through 12th-grade students in dually content courses with strategies that promoted English acquisition and academics.

ESOL Teacher Training is the method that teachers obtained their training for certification whether college-based training or district-provided training.

ESOL Teacher Attitudes are defined as whether teachers believe all students can learn in the ESOL Classroom.

ESOL Teacher Demographics are defined as the level of experience and certification of the ESOL teacher. Several levels of teaching degrees exist, each of which gives teachers more expertise in their position.

- Certification is defined as the degree the teacher obtained from a college or university to perform the duties of a teaching position.
- Experience is defined as the number years of teaching.
- The degree levels include a minimum of a bachelor's degree.

    Associates degree is defined as a degree granted by a two-year college on successful completion of the undergraduates course of studies.

    Bachelor’s degree is defined as an undergraduate professional degree that prepares students for employment as a teacher in schools.

    Master’s degree is defined as a postgraduate academic degree awarded by universities.

ESOL Teacher Challenges are defined in the study as:

- Teacher perceptions of the adequacy of instructional materials for ESOL Teaching
- Time provided for teaching ESOL students,
- Usefulness of class size with ESOL students
- The effectiveness of administrative support.

School Culture for ESOL students: This term is defined as teacher perceptions of collegiality of the school, working relationships with general teachers, the extent to which teachers and administrators value the program. Teachers' beliefs, perceptions, relationships, attitudes, working relationships with the general education teachers, and written and unwritten rules shape and influence every aspect of how a school functions. The culture is also defined as the extent to which teachers and administrators value the sheltered program and the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

ESOL Teacher Efficacy in the use of General Strategies is defined as the teacher's ability to use and produce a desired result or effect with ESOL teaching strategies. For the purpose of this study, general strategies will be limited to:

- Nonverbal representation: defined by the *Sheltered Instruction Observation Protocol (SIOP*) as using a variety of nonverbal/visual representations of content and skills to support verbal and written content.

  Application to English Language Learners

  - Use of picture dictionaries at lower proficiency levels.

- Levels 1 and 2 require the use of real objects, pictures, visuals, gestures, models, manipulatives, diagrams, videos, multimedia, and graphic organizers such as charts, tables, timelines, graphs.
- When introducing new words, have picture or graphic to make the meaning comprehensible.
- These same tools provide continued support at Levels 3-5.

Background Knowledge is defined as the process of building a students' background knowledge and connections to past experiences.

- *Application to English Language Learners*
  - Activate background knowledge by making connections between content and students' cultural and experiential backgrounds (K-W-L charts, anticipation guides, word-splashes, discussion, and brainstorming)
  - Use the different cultural and experiential backgrounds to help other learners make connections to the real world.

ESOL Teacher Efficacy in the Use of Specific Strategies is defined as the teacher's ability to produce a desired result or effect through the frequency of use of specific ESOL Strategies. The study focused on the variables related to teacher efficacy in use of nonverbal and verbal strategies that build background information.

- **Nonverbal**
  - *Collaboration*: Teacher promotes collaborative learning opportunities. Students use partners and small groups for following directions and explaining assignments. The teacher provides frequent opportunities for

students to collaborate in pairs and small groups so that ELLs can listen to and speak academic English. Teachers provide opportunities to practice academic language continue to be important for students at ACCESS levels 3-6.

- *Modeling*: Teachers model strategies and skills. Teachers give multiple opportunities for distributed guided practice followed by independent practice. Teachers verbally model expected responses to assignments based on student's level of language proficiency. Teacher models student learning strategies and provides multiple opportunities for students to use academic language orally. Teacher models read aloud and think aloud strategies.

- **Verbal**
  - *Literacy*: Teacher explicitly teaches skills for improving reading and writing proficiency across content areas. Teacher supports student literacy by activating background knowledge. The teacher provides graphic organizers for prewriting and model papers for students to use as benchmarks. Teacher uses WIDA writing rubrics to target skill areas for improvement (vocabulary usage, linguistic complexity, language control).
  - *Questioning*: Use and teach questioning and using prompting techniques. Use questions to determine ELLs' comprehension of content. Teacher repeats and rephrases directions. The teacher reads aloud questions to assess content understanding. Teacher models keywords and organizational structure. The teacher provides cues/prompts to restructure

information or apply knowledge. Teacher gives extended wait time. The teacher uses a variety of question types, especially those promoting higher-order thinking skills.

- *Vocabulary*: Explicitly teaches essential content-related vocabulary and key terms within phrases or sentences of varying linguistic complexity. Teacher previews new vocabulary and previously learned vocabulary which may be used in novel ways. Teacher introduces new vocabulary in context. Teacher reviews new grammatical structures or expressions which may be unfamiliar. Teacher rephrases language of instruction and assignments to clarify ambiguous vocabulary, simplify relative clauses and complex questions, and use active voice. Teacher draws attention to cognates and Latin roots, prefixes and suffixes to help trigger background knowledge in the first language. The teacher encourages the use of bilingual reference resources to support learning.

Figure 1 illustrates the theoretical framework of teacher perceptions of the ESOL Sheltered Model Delivery in Grades 9-12 in a Metro Atlanta school district.

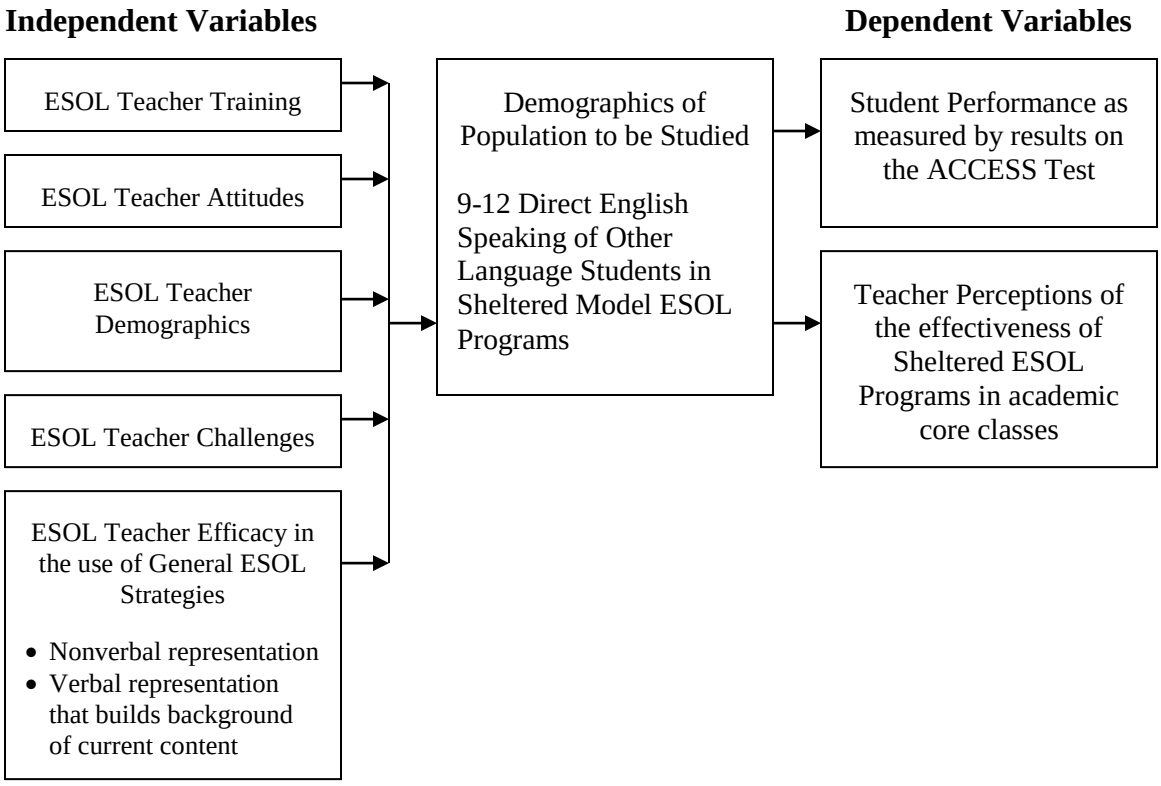


Figure 1. Theoretical framework of the study.

Relationship among the Variables

The reasearcher hypothesized the relationship between the independent variables ESOL teacher certification, ESOL teacher attitudes, ESOL teacher demographics, ESOL teacher challenges, school culture, ESOL teacher self-efficacy for general strategies, and ESOL teacher self-efficacy for specific strategies as they were directly related to the dependent variables student performance measured by passing the ACCESS Test and teacher perceptions of the effectiveness of Sheltered ESOL programs in academic core classes in the study. A description of the relationship between the independent and dependent variables was provided by the correlation between the variables.

ESOL teacher certification and training are fundamental relative to class instruction. Certified teachers who understand ESOL students can implement strategies to promote instruction that promote proficiency. The execution of strategies to support language acquisition, knowledge of the WIDA levels of instruction, differentiated instruction strategies, implementation of English Language Learner plans, and appropriate peer interactions are all relevant to teaching and learning. Teachers have to be adequately trained and knowledgeable to teach ESOL students. Many districts offer training opportunities to keep teachers updated and ensure certification. Many colleges offer instruction as a part of the teacher curriculum and coursework. With the teacher's active role in the class, ensuring their knowledge of the ESOL students can increase proficiency and impact performance on the ACCESS Test and student academic performance.

An ESOL Teacher's attitude is relevant since teachers are the foundation of a class and the deliverer of instruction. Teachers' attitudes about student and learning and may directly impact students' performance in the classroom. ESOL teacher attitudes and their interactions with students may be the most influencing factor. ESOL teachers' expectations on student achievement can both promote learning and improve academic performance or can have a debilitating effect. ESOL teachers' attitudes may also provide input about adequate time for instruction, attitudes about class size placements and if these teachers feel that ESOL students can reach goals effectively. If these goals and attitudes are succinct, students will eventually reach their ultimate goals of passing the ACCESS test and attaining passing grades in core subjects.

ESOL teacher demographics which include the ESOL teacher's level of experience, type of certification, years of experience, and degree level serve as a variable that may promote English proficiency. Teachers' experiences working with ESOLs may affect proficiency. These multiple exposures and expertise with ESOL students can influence instruction for ESOL students. Teachers that have strong literacy based skills may be more effective than other teachers who instruct ESOL students. The type of certification a teacher has obtained may impact learning in the ESOL class. The degree level may also influence or correlate with English proficiency as such levels may affect the level and effectiveness of strategies based on theories acquired during continuing education coursework.

ESOL teacher challenges may hinder a teacher's instruction of ESOL instruction in a sheltered classroom. Such challenges may include resources, time, class size, instructional resources, language barriers of students, and lack of parental involvement. Other challenges may include the lack of support by the administration and lack of support by mainstream teachers with implementing strategies and following English Language Proficiency Plans. These challenges may be related to student proficiency on the ACCESS test as the test measures English proficiency and these variables may impact performance.

The relationship between school culture for ESOL teachers may impact proficiency. Schools should include a welcoming environment that promotes the implementation of the ESOL program; however, if the teachers feel that the ESOL program is not valued, isolation and additional barriers become evident. The ESOL Program and the teachers involved should be a matter of importance just as other

subgroups. This means that those mainstream teachers that teach ESOL students are involved and collaborate with ESOL parents and teachers about student progress and learning. School administration must ensure that time is allotted for the program, parents feel welcome, and ESOL teachers feel supported. Also, ESOL Plans should be completed and implemented for ESOL students in content areas, and proper protocol should be followed for ESOL students based on district guidelines. School culture for ESOL teachers is related to student proficiency on the ACCESS test as the test measures English proficiency and this variable may impact performance.

ESOL teacher efficacy with the frequency of use with two teaching strategies for ESOLs will allow focus on two strategies. For the purpose of this study, the two general strategies were limited to nonverbal and verbal representation that builds background knowledge. Teacher confidence and competence with the non-verbal and verbal strategies that build background are important. Identifying these strategies and researching the use may provide input for instructional best practices with building English proficiency. The frequency of the use and techniques for use may be related to student proficiency on the ACCESS test as the test measures English proficiency and these variables can impact performance.

The focus of the study was on the variables related to teacher efficacy with the use of specific nonverbal and verbal strategies. For the purpose of this study, the nonverbal strategies were limited to modeling and collaboration. The verbal strategies were limited to vocabulary, literacy, and questioning. The study researched the frequency of the use of strategies and the extent to which teachers use the strategies. The research examined teachers' feelings, competence, and the extent to which the relationship that

proper training and knowledge of these five strategies promote English proficiency. Identifying these strategies and investigating the use provided input for instructional best practices with building English proficiency. The frequency of the use and techniques for the use of these five strategies may be related to student proficiency on the ACCESS test as the test measures English proficiency and teacher perceptions of the effectiveness of ESOL programs in academic core classes.

CHAPTER IV

RESEARCH METHODOLOGY

This chapter provides background information on the research sites used to examine the relationship between teacher Perceptions of the ESOL Sheltered Delivery Model in grades 9-12 in a Metro Atlanta School as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test (ACCESS) and teacher perceptions of the effectiveness of the ESOL programs in academic core classes. These variables were examined to determine if they correlated significantly with ESOL teacher training, ESOL teacher attitudes, ESOL teacher demographics, ESOL teacher challenges, school culture for ESOL students, and ESOL teacher efficacy in general strategies and specific strategies.

Research Design

The researcher conducted a mixed method case study research design to examine the relationship between Teacher Perceptions of the ESOL Sheltered Delivery Model in grades 9-12 schools in a metro Atlanta school district as it relates to passing scores on the ACCESS Test and selected independent variables. The researcher also examined the teacher perceptions of the effectiveness of ESOL programs in academic core classes. This information was answered using correlational analysis.

This study used a survey in the quantitative component of the research to gather information about ESOL teacher demographics, certification, attitudes, teacher efficacy

in the use of general and specific strategies, and teacher perceptions of the effectiveness of Sheltered ESOL programs as it relates to English proficiency as measured by the ACCESS Test and academic student performance in core classes. This study used a qualitative component through an interview case study approach to examine the independent variables and the effectiveness of the Sheltered ESOL program as perceived by the teachers and consider the teacher's views on the challenges they encounter working in the program. The teachers' sense of efficacy in the delivery of the program and their views of school culture as it affects the Sheltered ESOL program were gathered using a qualitative approach. Data for the case study were gained from interviews with the teachers. Teacher perceptions of the adequacy of instructional resources and teacher perceptions of administrative support data were gathered using a qualitative approach, while the other subvariables were measured using empirical data based on time provided and class size. Data from the perceptual items were not added to data from the empirical items. These variables were split into two subvariables for analysis, one based on the perceptual items and teacher challenges variables because they are different measures and the other was based on program effectiveness.

Description of the Setting

The study took place in 11 high schools in a large Metro Atlanta urban public school system in the state of Georgia. The research sites were schools with Sheltered ESOL courses. ESOL students in this study included direct serve ESOL students in grades 9 through 12. These students were being served in a content area class with an

ESOL certified teacher where ESOL strategies were utilized to promote English proficiency and academic content dually.

High School A was established in 2008, and the enrollment is 1,883. The school's demographics include the following: 18% African American, 9% Hispanic or Latino, 69% Caucasian, 2% Multiracial, and 3% Asian. School A has 20% of the students who receive free or reduced lunches. Students are served in the following programs: 1% ESOL and 11.3% special education. The school offers a variety of courses including fine arts, career and technology education, basic core courses, world languages, and accelerated courses (AC). In recent years, 49.7% of students took one or more AC classes. High School A's current graduation rate is 89%. The recent College and Career Readiness ranking for High School A is 90.6 total, 40.2 achievement points, 39.4 progress points, 7.5 achievement gap points and 3.5 challenge points. The overall CCRPI score is 90.6 out of 100. The CCRPI is Georgia's statewide accountability system, implemented in 2012 to replace the No Child Left Behind (NCLB) adequate yearly progress (AYP) measurement, after the U.S. Department of Education granted Georgia's waiver from NCLB on February 9, 2012. The CCRPI measures schools and school districts on an easy-to-understand 100-point scale, helping parents and the public better understand how schools are performing in a more comprehensive manner than the pass/fail system previously in place under AYP.

High School C was established in 1952, and the enrollment is 2,509. The community has a diverse range of demographics. The school's demographics include the following: 47% African-American, 30% Hispanic or Latino, 16% Caucasian, and 4% Asian. High School C has 62% of the students receiving free or reduced lunches.

Students are served in the following programs: 9% ESOL and 10% special education. The school offers a variety of courses including fine arts, career, and technology education, basic core courses and world languages. High School C is an International Baccalaureate School and offers accelerated courses. In recent years, 54% of students took one or more accelerated courses. High School C's current graduation rate is 72%. The recent College and Career Readiness Performance Index (CCRPI) ranking for High School C is as follows: 66.2 total, 30.0 achievement points, 30.9 progress points, 4.2 achievement gap points, and 1.1 challenge points. The total CCRPI score of 66.2 means that the school rankings are based on the measures of a school's effectiveness in education all students.

School KL was established in 2002 and the enrollment is 1,645. The school's demographics include the following: 24% African American, 14% Hispanic or Latino, 57% Caucasian, 4% Multiracial, and 2% Asian. School KL has 32% of the students who receive free or reduced lunches. Students are served in the following programs: 1% ESOL and 12% special education. The school offers a variety of courses including fine arts, career and technology education, basic core courses, world languages, and advanced placement (AP). In recent years, 61.3% of students took one or more AP courses. High School KL's current graduation rate is 84%. The recent College and Career Readiness ranking for High School KL is 81.8 total, 37.1 achievement points, 37.3 progress points, 6.7 achievement gap points, and 0.7 challenge points. The overall CCRPI score is 81.8 out of 100.

School KM is a magnet school that was established in 2002 and the enrollment is 2,277. The school's demographics include the following: 26% African American, 13%

Hispanic or Latino, 52% Caucasian, 3% Multiracial, and 6% Asian. School KM has 28% of the students who receive free or reduced lunches. Students are served in the following programs: 1% ESOL and 11% special education. The school offers a variety of courses including fine arts, career and technology education, basic core courses, world languages, and accelerated courses (AC). KM is a magnet school that follows the Academy Math, Science, and Technology Instructional Framework. In recent years, 56% of students took one or more AC courses. High School KM's current graduation rate is 84%. The new College and Career Readiness ranking for High School A is 90.1 total, 39.9 achievement points, 39.8 progress points, 7.5 achievement gap points, and 2.9 challenge points. The overall CCRPI score is 90.1 out of 100.

School MC was established in 1958, and the enrollment is 2,429. The school's demographics include the following: 47% African-American, 13% Hispanic or Latino, 52% Caucasian, 3% Multiracial and 4% Asian. School MC has 28% of the students who receive free or reduced lunches. Students are served in the following programs: 1% ESOL and 11% Special Education. The school offers a variety of courses including fine arts, clubs, career and technology education, basic core courses, world languages, and accelerated courses (AC). In recent years, 45% of students took one or more AC classes. High School MC's current graduation rate is 78%. The new College and Career Readiness ranking for High School MC is 79.7 total, 32.5 achievement points, 36.6 progress points, 7.5 achievement gap points, and 3.1 challenge points. The overall CCRPI score is 79.6 out of 100.

School NC was established in 1958 and the enrollment is 3,044. The school's demographics include the following: 34% African American, 14% Hispanic or Latino,

43% Caucasian, 4% Multiracial, and 5% Asian. School NC has 39% of the students who receive free or reduced lunches. Students are served in the following programs: 1% ESOL and 10% special education. The school offers a variety of courses including fine arts, clubs, career and technology education, basic core courses, Governor's Honors, world languages, and accelerated courses (AC). In recent years, 52.8% of students took one or more AC courses. School NC is a magnet school and is designated an International Studies School. High School NC's current graduation rate is 89%. The recent College and Career Readiness ranking for High School NC is 81.7 total, 35.2 achievement points, 35.9 progress points, 6.7 achievement gap points, and 3.9 challenge points. The total CCRPI score is 81.7 out of 100.

High School O was established in 1938, and the enrollment is 2,252. It is the oldest high school in the county. The community has a diverse range of demographics. The school's demographics include the following: 47% African American, 30% Hispanic or Latino, 16% Caucasian, and 4% Asian. It is a Title I school with 83% of the students receiving free or reduced lunches. Students are served in the following programs: 9% ESOL and 10% special education. The school offers a variety of courses including fine arts, career and technology education, basic core courses, world languages, Junior ROTC, and accelerated courses (AC). In recent years, 44.3% of students took one or more AC courses. High School O's current graduation rate is 61%. The College and Career Readiness ranking for High School O is 70.2 total, 25.1 achievement points, 36.5 progress points, 6.7 achievement gap points, and 1.9 challenge points.

High School P was established in 1963 and the enrollment is 2,541. The school's demographics include the following: 62% African American, 27% Hispanic or Latino,

8% Caucasian, 2% Multiracial, and 1% Asian. School P has 39% of the students who receive free or reduced lunches. Students are served in the following programs: 5.3% ESOL and 10% special education. The school offers a variety of courses including fine arts, clubs, career and technology education, basic core courses, world languages, Junior ROTC, and accelerated courses (AC). In recent years, 44% of students took one or more AC classes. High School P is a School of Excellence in Arts. High School P's current graduation rate is 70%. The recent College and Career Readiness ranking for High School P is 64.1 total, 27.5 achievement points, 31.6 progress points, 5.0 achievement gap points, and 0 challenge points. The overall CCRPI score is 64.1 out of 100.

School SC was established in 1952 and the enrollment is 2,753. The school's demographics include the following: 47% African-American, 30% Hispanic or Latino, 16% Caucasian, 4% Multiracial, and 4% Asian. School SC is a Title I school that has 62% of the students who receive free or reduced lunches. Students are served in the following programs: 9% ESOL and 9% special education. The school offers a variety of courses including fine arts, clubs, career and technology education, basic core courses, world languages, and accelerated courses (AC). In recent years, 39% of students took one or more AC classes. High School SC has an Academy of Medical and Research Magnet Program that was established in 2001. High School SC's current graduation rate is 74%. The recent College and Career Readiness ranking for High School SC is 67.8 total, 28.1 achievement points, 32.1 progress points, 5.8 achievement gap points, and 1.8 challenge points. The overall CCRPI scores is 67.8 out of 100.

School SP was established in 1952 and the enrollment is 1,911. The school's demographics include the following: 30% African American, 15% Hispanic or Latino,

43% Caucasian, 4% Multiracial, and 7% Asian. School SP has 41% of the students who receive free or reduced lunches. Students are served in the following programs: 2% ESOL and 12% special education. The school offers a variety of courses including fine arts, career and technology education, basic core courses, clubs, world languages, and accelerated courses (AC). In recent years, 55% of students took one or more AC classes. High SP is noted for three scholarly academies that include science, math and technology, International Spanish Academy, and Leadership, Law, and Public Service. High School SP's current graduation rate is 72%. The recent College and Career Readiness ranking for High School SP is 80.9 total, 34.9 achievement points, 36.4 progress points, 7.5 achievement gap points, and 2.1 challenge points. The overall CCRPI score is 80.9 out of 100.

School W was established in 1968 and the enrollment is 2,323. The community has a diverse range of demographics. The school's demographics include the following: 42% African American, 18% Hispanic or Latino, 27% Caucasian, 3% Multiracial, and 9% Asian. School W has 46% of the students who receive free or reduced lunches. Students are served in the following programs: 8% ESOL and 9% special education. The school offers a variety of courses including fine arts, career and technology education, basic core courses, world languages, Junior ROTC, and accelerated courses (AC). In 1999, School W became a science, technology, engineering, and math (STEM) school that and follows the STEM instructional framework. In recent years, 44% of students took one or more AC courses. High School W's current graduation rate is 79.4%. The recent College and Career Readiness ranking for High School W is 82 total, 34.8

achievement points, 37.7 progress points, 6.7 achievement gap points, and 2.8 challenge points. The total CCRPI score is 82 out of 100.

Table 2 shows the graduation data for Sheltered 9-12 metro Atlanta school cited by percentages.

Table 2

Graduation Data for Sheltered 9-12 Metro Atlanta School Sites by Percentage: 2013, 2014, and 2015

	Year		
Schools	2013	2014	2015
High School A	86.6%	87.1%	89.1%
High School C	66.3%	66.1%	72.0%
High School KL	80.6%	78.5%	84.7%
High School KM	86.6%	81.1%	84.0%
High School MC	76.6%	81.4%	77.5%
High School NC	81.5%	82.9%	83.7%
High School O	48.1%	56.8%	61.4%
High School P	58.3%	62.8%	70.8%
High School SC	61.0%	64.0%	74.9%
High School SP	82.9%	80.9%	72.0%
High School W	71.2%	70.5%	79.4%

Figures 2-4 show college and career data for sheltered schools A-MC, NC-W, and accelerated courses for Target Schools.

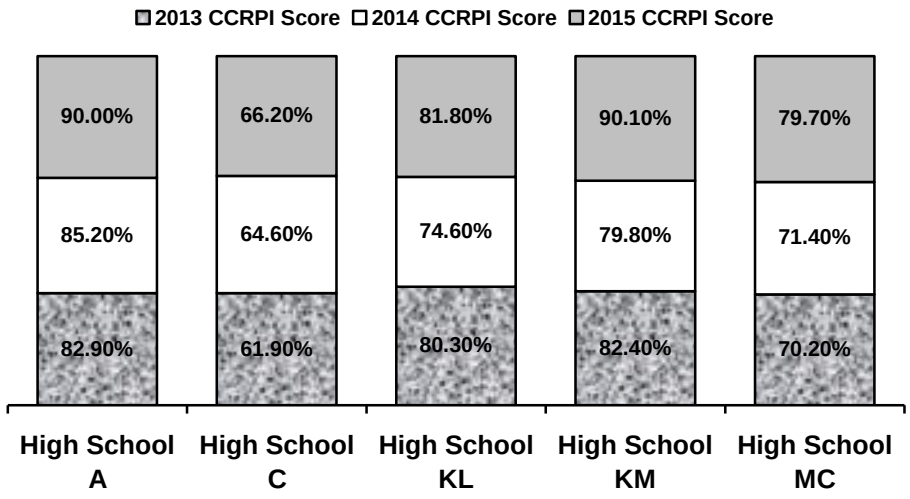


Figure 2: College and career readiness for sheltered 9-12 metro Atlanta school sites A-MC by percentage: 2013, 2014, and 2015.

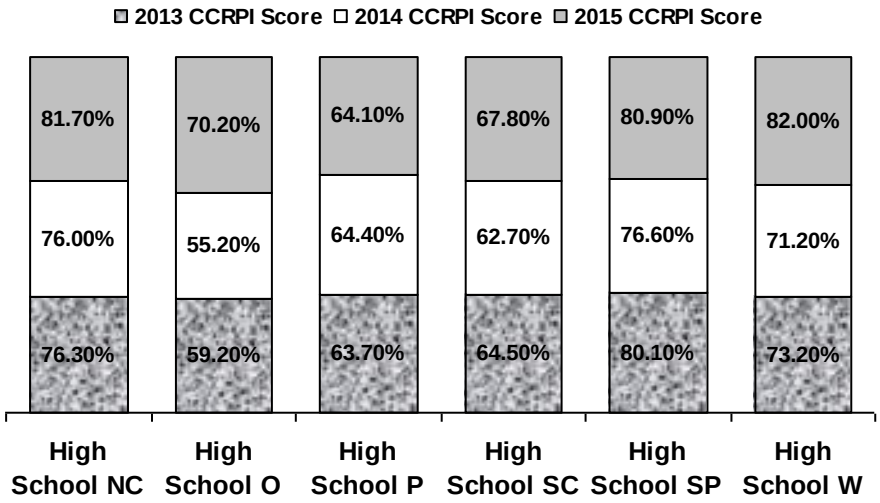


Figure 3: College and career readiness for sheltered 9-12 metro Atlanta school sites NC-W by percentage: 2013, 2014, and 2015.

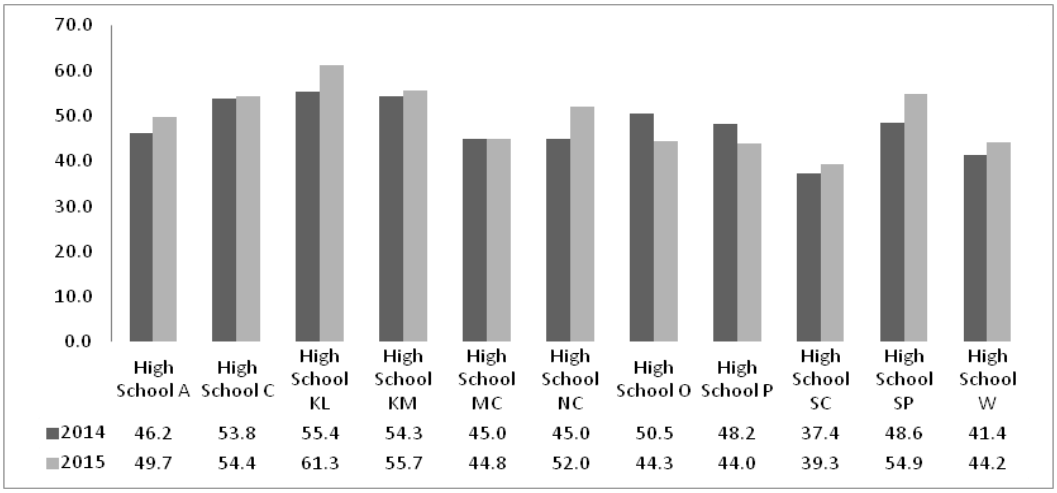


Figure 4: Accelerated courses data for sheltered 9-12 metro Atlanta school sites by percentage: 2014 and 2015.

Data Collection Procedures

The following lists the procedures taken for this study:

1. Obtained approval from the Institutional Review Board (IRB) at Clark Atlanta University.
2. Obtained approval from the local school district to complete research.
3. Collected qualitative data through teacher survey instruments that measured teacher perceptions of the ESOL Sheltered Delivery Model related to passing scores on the ACCESS Test and teacher perceptions of the Sheltered ESOL programs related to student performance in academic core classes. The survey measured the independent and dependent variables.
4. Collected quantitative data through teacher interviews that provided data regarding the teacher perceptions of the ESOL program related to passing scores on the ACCESS Test and teacher perceptions of the effectiveness of

Sheltered ESOL programs as it relates to student performance in academic core classes. The interviews questioned the independent and dependent variables.

5. Obtained district ACCESS scores for survey participants.
6. Surveys were correlated with ACCESS scores to analyize teacher perceptions of the effectiveness of Sheltered ESOL programs related to student performance in academic core classes.

Participants

The sample selection for this study included teachers at the high school level (grades 9-12) in 11 schools in a Metro Atlanta School District. The participants in this study were Sheltered ESOL classroom teachers and students. The Sheltered ESOL teachers work directly with Direct Serve ESOL students in a pull-out class model.

The surveys were conducted at the research sites in a Metro Atlanta school district. There was a level of confidentiality among the survey applicants to maintain reliability. The surveys were conducted at the research sites and responses remained anonymous. Interviews were conducted with 15 ESOL teachers. Teachers completed a consent form and were made aware of confidentiality.

Sampling

"The process of selecting a sample that is believed to be representative of a given population" (Gay, Mills, & Airasian, 2009, p. 134), and in this study the researcher used purposive sampling. The researcher used a method of sampling due to the familiarity of the content and knowledge of the participant's role. The researcher sampled 11 schools

that supported the Sheltered Program Model. Participants from the study included Sheltered ESOL teachers in grades 9-12.

Instrumentation

The instrument used to measure student achievement was the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) Test. A survey instrument was developed by the researcher and included questions related to ESOL teacher training, ESOL teacher attitudes, ESOL teacher demographics, ESOL teacher challenges, school culture, ESOL teacher efficacy in the use of general strategies, ESOL teaching strategies, and ESOL teacher efficacy in specific ESOL teaching strategies as they directly related to student performance measured by passing the ACCESS Test. A case study included teacher interviews to collect additional data and expound on challenges, culture, ESOL teacher efficacy in the use of general and specific strategies, and teacher perceptions related to student academic performance. Table 3 shows the alignment of the variables and survey questions and interview questions.

Table 3

Alignment of the Variables and Survey Questions

Dependent Variables	Document Review School Records	Survey Questions
Student performance as measured by results on the ACCESS Test.	Teacher Survey	42-46
	Teacher Interview	3
Teacher perceptions of the effectiveness of ESOL Programs in academic core classes.		

Table 3 (continued)

Independent Variables	Document Review School Records	Survey Questions
ESOL Teacher Demographics	Teacher Survey	1-3, 5-6
ESOL Teacher Training	Teacher Survey	4
ESOL Teacher Attitudes	Teacher Survey	7-10
	Teacher Interview	1, 2, 4
ESOL Teacher Challenges	Teacher Survey	11-17
	Teacher Interview	5-7
School Culture for ESOL Teachers	Teacher Survey	18-23
	Teacher Interview	8-10
ESOL Teacher Efficacy in use of two ESOL Strategies	Teacher Survey	24-33
(1) Non-verbal (2) Verbal	Teacher Interview	11, 12, 14
ESOL Teacher Efficacy in use of five ESOL Strategies:	Teacher Survey	34-41
Verbal: literacy, vocabulary, questioning Non-verbal: modeling and collaboration	Teacher Interview	11, 12, 13

Construct Validity

The survey was tested for construct validity using the item-to-scale correlational analysis. The following tables provide the construct validity for survey questions related to teacher attitudes, school culture and program effectiveness. Teacher attitudes and survey questions 7-10 that measure that variable had a correlation coefficient of (7).469**, (8) .551**, (9) .689**, (10) .705**, and a level of significance, respectively,

of .008, .001, .000 and .000; therefore, there was a significant relationship between each item and teacher attitudes (see Table 4).

Table 4

Teacher Attitudes Construct Validity Correlations

		TeacherAtts	Item 7	Item 8	Item 9	Item 10
TeacherAtts	Pearson Correlation	1	.469**	.551**	.689**	.706**
	Sig. (2-tailed)		.008	.001	.000	.000
	N	31	31	31	31	31

School sulture and its survey questions 18-23 had a correlation coefficient of (18) .468**, (19) .644**, (20) .747**, (21) .213, (22) .774**, and (23) .526**. In each case with the exception of item 21 (.249), there was a significant relationship between each item and school culture (see Table 5).

Table 5

School Culture Construct Validity Correlations

		SchlCulture	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23
SchlCulture	Pearson Correlation	1	.468**	.644**	.747**	.213	.774**	.526**
	Sig. (2-tailed)		.008	.000	.000	.249	.000	.002
	N	31	31	31	31	31	31	31

Program Effectiveness and its survey questions 42-45 had correlation coefficients of (42) .488**, (43) .362*, (44) .570**, and (45) .668**. The significance was below .05 on all items which indicated a significant relationship (see Table 6).

Table 6

Program Effectiveness Construct Validity Correlations

		ProgEffectiveness	Item 42	Item 43	Item 44	Item 45
ProgEffectiveness	Pearson Correlation	1	.488**	.362*	.570**	.668**
	Sig. (2-tailed)		.005	.045	.001	.000
	N	31	31	31	31	31

Reliability

The survey was also tested for reliability using the Cronbach Alpha test. Table 7 shows that each variable was found to be reliable seeing that the Cronbach Alpha coefficient in each case was above the generally acceptable level of .600 or above for program effectiveness, self-efficacy in general strategies, self-efficacy in specific strategies, school culture and teacher attitudes on the survey.

Table 7

Cronbach Alpha Reliability

	Cronbach Alpha	Number of Items
Program Effectiveness	.640	5
Self-Efficacy in General	.700	9
Self-Efficacy in Specific	.762	11
School Culture	.715	7
Teacher Attitudes	.708	5

Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data collected during this study including Pearson correlations, Alpha Cronbach, ANOVA, construct validity, and regression tests.

Working with Human Subjects

The researcher was granted permission from the school district; the study was completed to review ACCESS score data. The school system's identity was not revealed to ensure anonymity for all selected participants in the study. Teachers that were identified to participate in the survey and interview process were informed that they had the right to discontinue or withdraw from the study at any time.

Summary

ESOL student populations are increasing, and with those increased numbers, the number of at-risk ESOL students is growing. The ESOL Sheltered Program provides support for Direct Serve ESOL students in a metropolitan school district for students in grades 9-12. This research was designed as a mixed method investigation to provide data and identify teacher perceptions and strategies that promote English proficiency and student academics. Data were collected by conducting surveys and analyzing student ACCESS scores. The researcher examined the variables using data to analyze correlations related to English proficiency and academic progress.

CHAPTER V

ANALYSIS OF THE DATA

The purpose of this study was to examine the teacher perceptions of the ESOL Sheltered program model in grades 9-12 in a metropolitan Atlanta school district as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test. This study also measured teacher perceptions of the effectiveness of the ESOL Sheltered Program as it relates to academic improvement. The researcher utilized a mixed method approach to provide depth and understanding to this study. Data were collected through surveys, case study through interviews and teacher test score averages provided by the district. Survey instruments to the teachers were through traditional paper and pencil model. Interviews with the teachers were conducted over the phone with responses collected on traditional paper and pencil model. Surveys were analyzed to identify the relationships between variables, teacher perceptions and English proficiency as measured by the ACCESS Test.

Overview of the Data Collection and Analysis

Data were collected three ways: (a) teacher ACCESS score averages, (b) teacher surveys, and (c) teacher Interviews. Teacher ACCESS scores were obtained from the local school district. The average composite scores were analyzed based on the number of sheltered students that took the ACCESS and the summative class average. ACCESS score averages ranged from 100 low scores to 600 high scores. ACCESS Teachers at the

research site were administered a survey instrument that assessed their perceptions regarding teacher attitudes, teacher challenges, school culture for ESOL Instruction, efficacy in the use of general and specific strategies, efficacy and use of verbal and non-verbal strategies and program effectiveness. Teachers at the research site were administered interviews that assessed their perceptions regarding teacher attitudes, teacher challenges, school culture for ESOL students, ESOL teacher efficacy in general strategies, and ESOL teacher efficacy in specific strategies. English proficiency Assessment scores were obtained from the local school district with the teacher's composite scores. The teacher surveys were distributed to ESOL teachers at schools with ESOL Sheltered Classes during the 2015-2016 and 2016-2017 school years. Thirty-one ESOL teachers participated in the survey. Case study interviews were conducted with fifteen participants at schools with ESOL Sheltered Classes.

Survey Participants

Figure 5 reveals the gender of the survey participants: 84% of the ESOL teachers were female and 16% of the ESOL teachers were male.

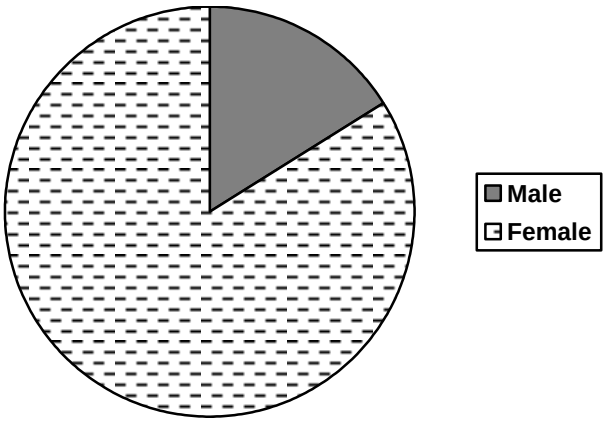


Figure 5. Gender of ESOL teachers.

Figure 6 reveals the ethnicity of the participants: 77% were Caucasian, 10% were African-American, 3% were Hispanic, and 10% were Multiracial.

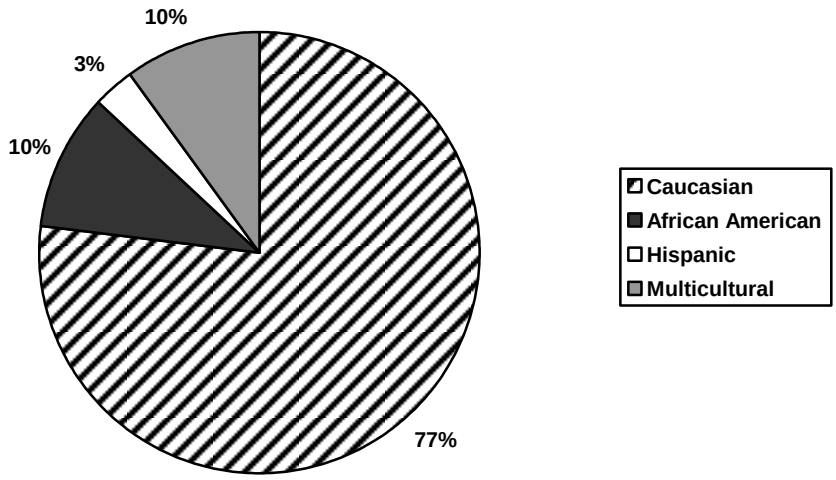


Figure 6. Ethnicity of participants 2016-2017.

Figure 7 reveals the educational level of the participants: 19.4% have bachelor's degrees, 77.4% have graduate degrees, and 3.2% have associate degrees.

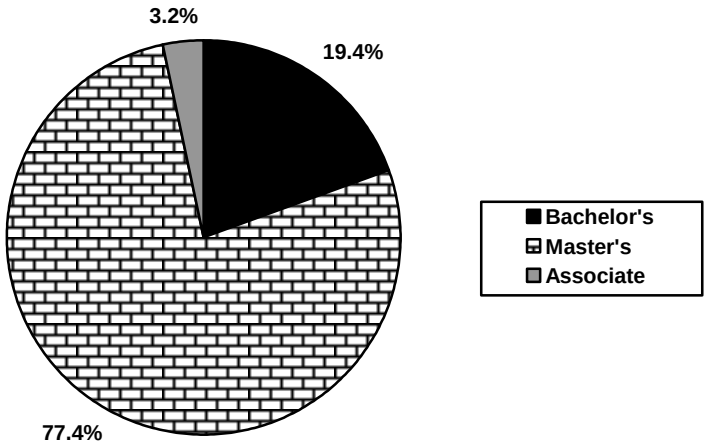


Figure 7. Degree level of participants.

Figure 8 reveals the ways participants became ESOL certified. Participants that obtained ESOL certification through a certification test were 16.1%, participants that completed add-on courses were 22.6%, participants that completed district level courses were 29% and participants that completed college coursework were 29%.

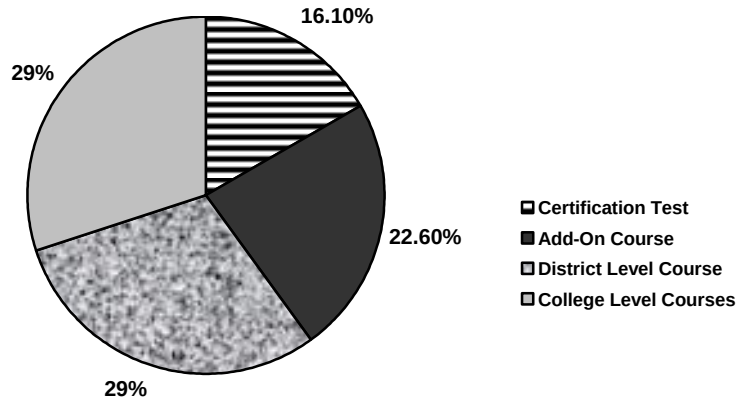


Figure 8. ESOL certification paths for teachers.

Figure 9 reveals the number of years teaching: 6.5% were in the 0-5 years range, 22.6% were in the 6-10 years range, 29% were in the 11-16 years range, 9.7% were in the 17-20 years range, and 32.3% were in the 21 and more years range for teaching.

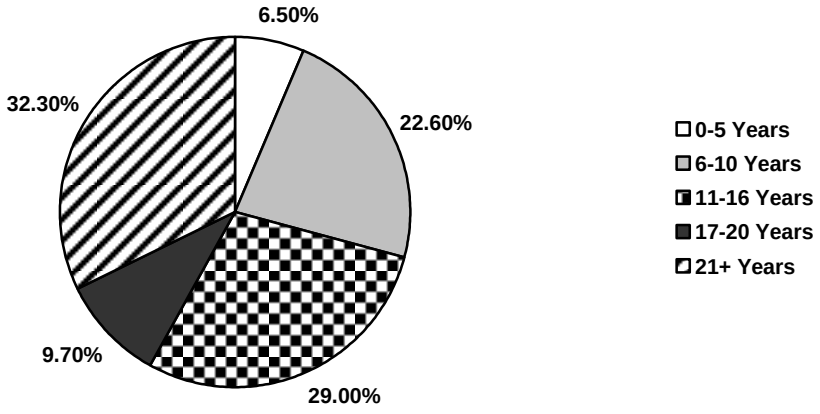


Figure 9. Teachers' years of experience.

Figure 10 reveals number of years teaching ESOL: 38.7% were in the 0-5 years range, 25.8% were in the 6-10 years range, 16.1% were in the 11-16 years range, 16.1% were in the 17-20 years range, and 3.3% years were in the 21 and more years range.

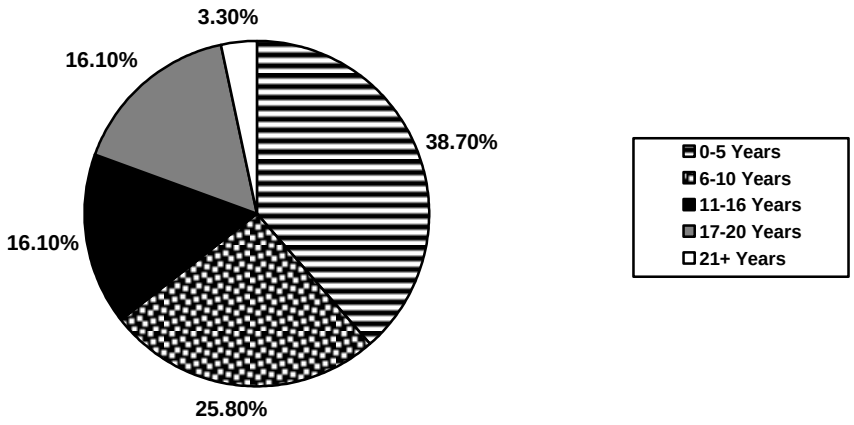


Figure 10. ESOL teaching experience.

Data in Response to the Research Questions

RQ1: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher training?

Participants provided data responses based on paths in which they obtained ESOL Certification. The respondents provided feedback about the completion of certification test, add-on courses, district level courses or completion of college coursework.

According to the data analysis, ESOL certification had a correlation of -.263 and a significance of .205. With regards to ESOL teacher certification and training, there was no significant relationship between student performance on the ACCESS and teacher

perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher certification and training (see Table 8).

Table 8

Teacher Survey Correlations: Student Performance on the ACCESS Test and ESOL Teacher Training

		Correlations						
		Access Aver	Gender	Ethnicity	Ed Level	ESOL Cert	Yrs Teach	Yrs ESOL Teach
Access Aver	Pearson Correlation	1	.140	-.011	-.103	-.263	.098	.277
	Sig. (2-tailed)		.505	.958	.624	.205	.642	.180
	N	25	25	25	25	25	25	25

RQ2: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher attitudes?

With respect to teacher attitudes in the interview, the data collected analyzed teachers' attitudes about teaching ESOL. The participants were questioned, "What do you they enjoy about teaching ESOL?" According to participant interview responses, 40% enjoyed the culture and diversity, 33% favored student progress, 13% enjoyed the smaller class sizes, 7% favored the respectful students, and 7% were fulfilled with building relationships with the students (see Figure 11).

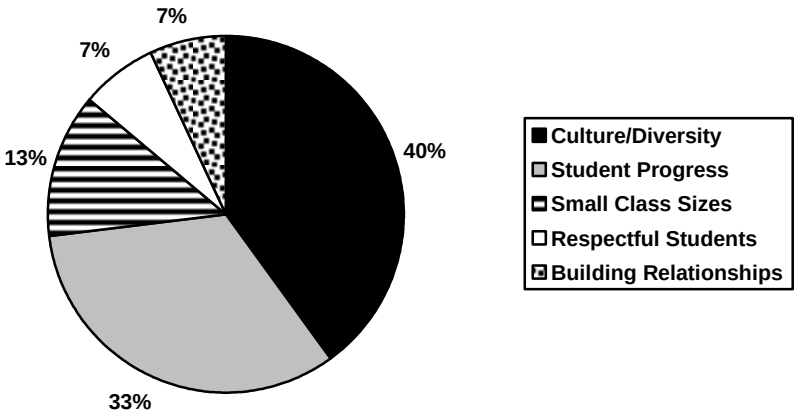


Figure 11. Teacher attitudes toward teaching ESOL.

On the interview under teacher attitudes, the participants were additionally questioned about teacher evaluation and CCRPI in relation to ESOL student achievement and data. The participants were questioned, "What are your feelings in regards to ESOL student growth and teacher evaluations?" According to participant interview responses, 40% felt it was acceptable only if it measured growth based ACCESS Test data, 27% felt it was unfair, 27% felt that it was unrealistic, and 6% felt it was fair (see Figure 12).

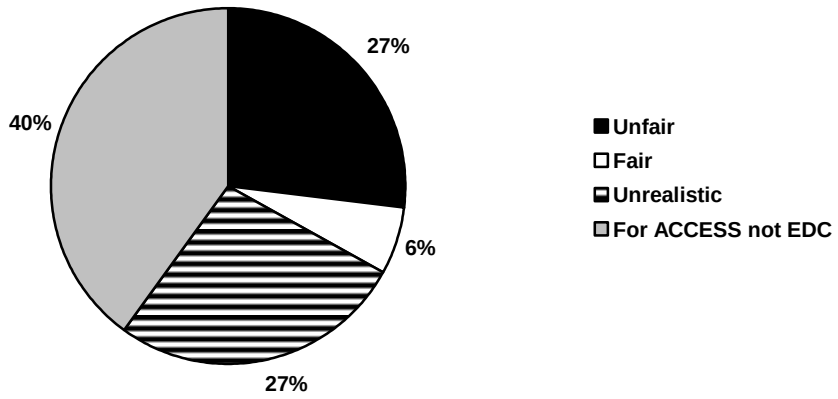


Figure 12. Teacher interviews: Perceptions of CCRPI evaluations.

Survey participants provided responses based on the Likert ratings of strongly agree, agree, disagree, and strongly disagree. According to the correlations test, student performance on the ACCESS test and ESOL teacher attitudes had a correlation of .184 and a significance of .378; therefore there was no significant relationship (see Table 9).

Table 9

Teacher Survey Correlations: Student Performance on the ACCESS Test and ESOL Teacher Attitudes

		Acc Aver	TeacAtts	SchlCult	ESLGenStr	ESLSPStra
Access Aver	Pearson Correlation	1	.184	.412*	.178	.045
	Sig. (2-tailed)		.378	.041	.396	.832
	N	25	25	25	25	25

RQ3: Does teacher demographics make a significant difference to student performance on the ACCESS Test?

Participants provided demographic responses based on gender, ethnic background, and the highest level of education. According to the correlations, test gender had a correlation of .140 and a significance of .505. Ethnicity had a correlation of -.011 and a significance of .958. Education level had a correlation -.103 and a significance of .624. Based on the analysis of on the correlations test, there was no significant relationship relating to student performance on the ACCESS Test and teacher demographics (see Table 10).

Table 10

Teacher Survey Correlations: Student performance on the ACCESS Test and ESOL Teacher Demographics

		Correlations						
		Access Aver	Gender	Ethnicity	Ed Level	ESOL Cert	Yrs Teach	Yrs ESOL Teach
Access Aver	Pearson Correlation	1	.140	-.011	-.103	-.263	.098	.277
	Sig. (2-tailed)		.505	.958	.624	.205	.642	.180
	N	25	25	25	25	25	25	25

RQ4: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher challenges?

With respect to ESOL teacher challenges on the interview, the data collected analyzed the teacher challenges they encounter teaching ESOL. The participants were questioned, “What is your biggest challenge teaching ESOL?” The participants provided feedback relating to the challenges of teaching ESOL students. According to participant interview responses, the most significant challenges included: 27% graduation equality based on 4-year graduation criteria, 27% education gaps from the previous country, 20% paperwork, 13% lack of student motivation, and 13% language barriers (see Figure 13).

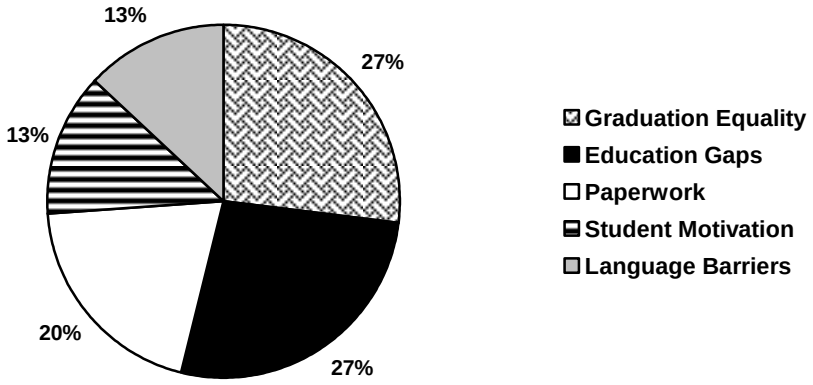


Figure 13. Teacher interviews: ESOL teacher challenges.

Survey participants provided responses based on a ranking scale of 1 to 5, 1 being the least challenge and 5 being the greatest challenge. Item 11 questioned the planning time. Item 12 questioned the language barrier. Item 13 questioned school culture. Item 14 questioned administrative support. Item 15 questioned student motivation. Item 16 questioned teacher collaboration. Item 17 provided an open response. Some responses to challenges included large class sizes, students speaking in native languages, creative and conference time with students.

According to the correlations test, student performance on the Access Test and ESOL teacher challenges had a correlation of -.019 for Item 11, .060 for Item 12, -.274 for Item 13, .109 for Item 14, and -.305 for Item 15. The significance of these items were .929 for Item 11, .777 for Item 12, .184 for Item 13, .605 for Item 14, and .138 for Item 15.; therefore, there was no significant relationship (see Table 11).

Table 11

Teacher Survey Correlations: Student Performance on the ACCESS Test and ESOL Teacher Challenges

		AccAver	It 11	It 12	It 13	It 14	It 15
Access Aver	Pearson Correlation	1	-.019	.060	-.274	.109	-.305
	Sig. (2-tailed)		.929	.777	.184	.605	.138
	N	25	25	25	25	25	25

RQ5: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to school culture of ESOL students?

With respect to ESOL students and school culture, in the interview, the data collected analyzed teachers' perceptions about the school culture for ESOL in the school. The participants were questioned, "Do you feel school administration supports you in teaching ESOL as far as resources, scheduling, planning time collaboration time, etc.?" "Do you feel the general education teachers support ESOL students?" Participants provided feedback relating to the school culture and support for ESOL students. According to participant interview responses the most significant factors to support ESOL and school culture included: positive administrative support which was 15%, General education teachers that supported ESOL student learning which was 13%, School-wide ESOL students welcome and inclusion at 11%, some ESOL students welcome and inclusion based on general non-ESOL teacher attitudes which were 4% and

feeling no support from general education non-ESOL Teachers which was 2% (see Figure 14).

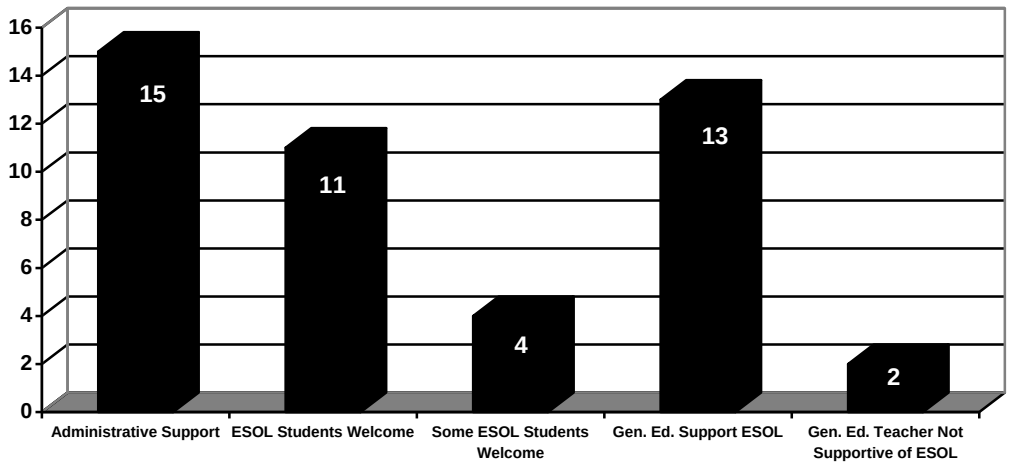


Figure 14. Teacher interviews: ESOL school culture.

According to the Survey, participants provided responses based on a Likert scale ratings of strongly agree, agree, disagree and strongly disagree. According to the correlations test, student performance on the Access test in relation to school culture of ESOL students had a correlation of .412* and a.041 significance; therefore, there was a significant relationship (see Table 12).

Table 12

Teacher Survey Correlation: Student Performance on the ACCESS Test and ESOL School Culture

		Access Aver	TeacherAtts	SchlCulture	ESOLGenStrats	ESOLSpecStrats
Access Aver	Pearson Correlation	1	.184	.412*	.178	.045
	Sig. (2-tailed)		.378	.041	.396	.832
	N	25	25	25	25	25

RQ6: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to ESOL teacher efficacy with General ESOL non-verbal and verbal strategies to build background knowledge?

Survey participants provided responses based on the use of instructional strategies on a Frequency scale of always, most of the time, sometimes and seldom. Additional responses measured the confidence in the use of strategies based on very confident, confident, somewhat confident, and unconfident. One response regarding strategies for dually served (special education and ESOL) students were answered based on the scale of confident, somewhat confident, not confident, and not applicable.

According to the correlations, student performance on the Access test as it relates to ESOL teacher efficacy with the use of General ESOL strategies had a correlation of .104 and a .579 significance; therefore, there was no significant relationship (see Table 13).

Table 13

Teacher Survey: Student Performance on ACCESS Test and ESOL Teacher Efficacy in use of General Strategies

		Access Aver	TeacherAtts	SchlCulture	ESOLGenStrats	ESOLSpecStrats
Access Aver	Pearson Correlation	1	.184	.412*	.178	.045
	Sig. (2-tailed)		.378	.041	.396	.832
	N	25	25	25	25	25

RQ7: Is there a significant relationship between student performance on the ACCESS and teacher perceptions of the effectiveness of the Sheltered ESOL Programs as it relates to teacher efficacy with the use of specific ESOL strategies: modeling, collaboration, literacy, vocabulary, and questioning?

On ESOL teacher efficacy with the use of specific instructional strategies on the interview, the participants answered the questions, "What verbal strategies out of literacy, questioning and vocabulary do you feel less and most comfortable implementing in your class?" and "What non-verbal strategies out of modeling and collaboration do you feel less and most comfortable implementing in your class?" The participants provided feedback relating to the use of specific verbal strategies which included vocabulary, literacy and questioning and confidence using those strategies. Respondents also provided data regarding the use of specific non-verbal strategies which included modeling and collaboration. According to participant interview responses, the most implemented verbal strategies were 54% vocabulary, 31% literacy, and 15% questioning. Building vocabulary was an essential priority followed by literacy and then questioning for comprehension. Respondents' specific non-verbal strategies included confidence in the use of modeling at 67% and collaboration at 33% (see Figures 15 and 16).

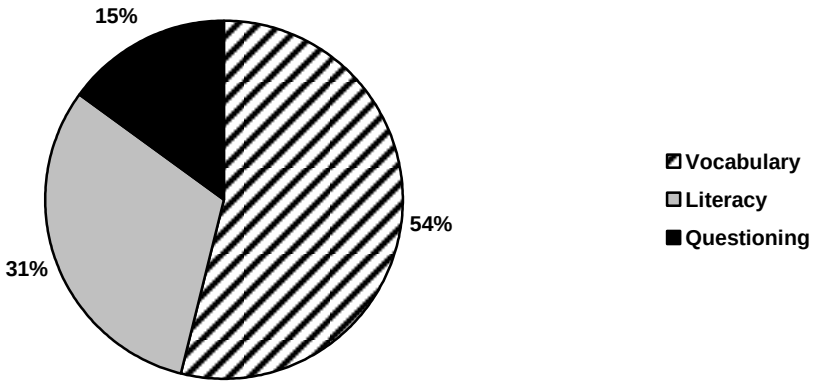


Figure 15. Teacher interviews: Use of verbal strategies.

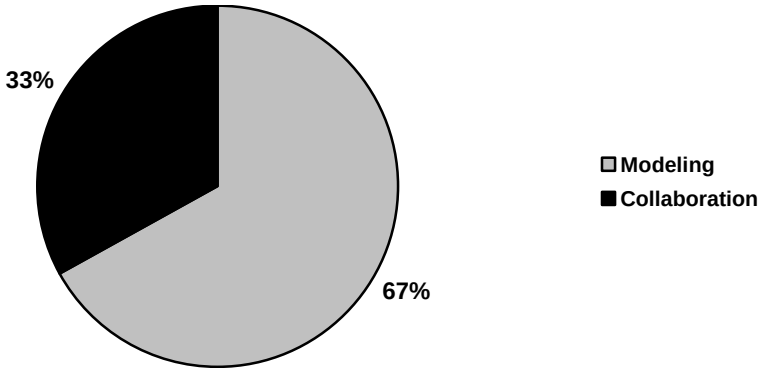


Figure 16. Teacher interviews: Use of nonverbal strategies.

Survey participants provided responses based on the use of specific verbal and nonverbal strategies on a rating scale of always, most of the time, sometimes and seldom. Additional responses measured the confidence in the use of specific verbal and nonverbal strategies based on a four point scale of very confident, confident, somewhat confident, and unconfident. Two questions regarding specific strategies for dually served (special education and ESOL) students were answered based on the scale of confident, somewhat confident, not confident and not applicable. Participants responded one survey question

that measured the most used specific nonverbal strategies which were modeling. Participants responded to the strategies in which they perceived a need for additional training as an outlier. The participants were questioned about their perceived need for additional training in the use of general and specific strategies. Based on survey responses, the perceived need for additional training included 33% modeling, 30% collaboration, 27% Literacy, 10% questioning, and 0% for vocabulary (see Figure 17).

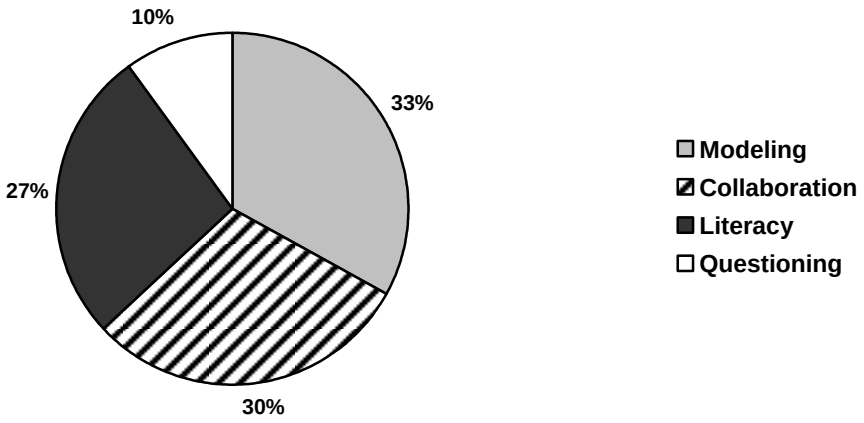


Figure 17. Teacher survey: Perceived need for additional training.

According to the correlations test, student performance on the ACCESS Test as it relates to ESOL teacher efficacy in the use of specific verbal: literacy, questioning, vocabulary strategies and nonverbal strategies, modeling, and collaboration had a correlation of -.149 and a .422 significance; therefore, there was no significant relationship (see Table 14).

Table 14

Teacher Survey: Student performance on Access Test and Teacher Efficacy with Specific Strategies

		Access Aver	TeacherAtts	SchlCulture	ESOLGenStrats	ESOLSpecStrats
Access Aver	Pearson Correlation	1	.184	.412*	.178	.045
	Sig. (2-tailed)		.378	.041	.396	.832
	N	25	25	25	25	25

Regression on Program Effectiveness Analysis

Data were further analyzed to determine which variables had the greatest impact on the dependent variables. According to the regression analysis, teacher attitudes had the greatest impact on program effectiveness as it relates to the ESOL Sheltered Program with an R-Square Change of 26%. School culture had a secondary impact on program effectiveness as it relates to the ESOL Sheltered Program with an R-Square Change of 14%. Self-efficacy in verbal strategies was third with an impact on program effectiveness as it relates to the ESOL Sheltered Program with an R-Square of 18%. These three variables accounted for 58% of variation in program effectiveness (see Table 15).

Table 15

Regression on Program Effectiveness

				Std. Err		Change Stats			
Model	R	R Square	Adj R Square	of the Est	R Sq Ch	F Ch	df1	df2	Sig. F Ch
1	.510[a]	.260	.228	1.33521	.260	8.097	1	23	.009
2	.632[b]	.400	.345	1.22988	.139	5.109	1	22	.034
3	.761[c]	.579	.519	1.05394	.179	8.958	1	21	.007

a. Predictors: (Constant), TeacherAtts

b. Predictors: (Constant), TeacherAtts, SchlCulture

c. Predictors: (Constant), TeacherAtts, SchlCulture, SelfEfficacyinVerbalStrats

Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.698	1.994		3.360	.003
	TeacherAtts	.443	.156	.510	2.846	.009
2	(Constant)	2.796	2.520		1.109	.279
	TeacherAtts	.347	.150	.399	2.318	.030
	SchlCulture	.280	.124	.389	2.260	.034
3	(Constant)	-1.879	2.666		-.705	.489
	TeacherAtts	.294	.130	.338	2.271	.034
	SchlCulture	.339	.108	.472	3.140	.005
	SelfEfficacyinVerbStrats	.327	.109	.433	2.993	.007

Summary

Eleven High Schools from a Metropolitan Atlanta school district participated in this research study. Data were collected three ways: (a) teacher ACCESS score averages, (b) teacher surveys, and (c) case study through teacher interviews.

The analysis of data revealed the following: (a) there was a significant relationship between ACCESS scores and teacher perceptions as it relates to improving student academic core classes as it relates to school culture of ESOL students; (b) there

was a significant relationship between teacher attitudes and program effectiveness as it relates to the ESOL Sheltered Program; (c) there was a significant relationship between school culture for ESOL as it relates to program effectiveness to the ESOL Sheltered Program; and (d) there was a significant relationship between ESOL teacher self-efficacy in verbal ESOL strategies in relation to program effectiveness of the ESOL Sheltered Program.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to determine the teacher perceptions of the ESOL Sheltered Program Model for grades 9-12 students as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test. This study also measured teacher perceptions of the ESOL Sheltered Program as it relates to academic improvement. A teacher survey was created to identify teacher perceptions regarding ESOL teacher demographics, ESOL Teacher training, ESOL teacher attitudes, ESOL teacher challenges, ESOL teacher efficacy in the use of general non-verbal and verbal strategies and ESOL teacher efficacy in the use of specific verbal and non-verbal strategies in relation to ACCESS Scores and ESOL Sheltered Program effectiveness. A teacher survey interview was created to measure teacher perceptions regarding ESOL teacher demographics, ESOL Teacher training, ESOL teacher attitudes, ESOL teacher challenges, ESOL teacher efficacy in the use of general strategies and ESOL teacher efficacy in the use of specific non-verbal and verbal strategies in relation to ACCESS Scores and ESOL Sheltered Program effectiveness.

Research Methods

Both quantitative and qualitative methods were used in the research study. The quantitative portion of the research focused on the possible relationships that may exist

between ACCESS scores and ESOL teacher demographics, ESOL teacher training, ESOL teacher attitudes, ESOL teacher challenges, ESOL teacher efficacy in the use of general strategies and ESOL teacher efficacy in the use of specific verbal and non-verbal strategies. The research design required the use of the correlation, ANOVA, and regression to test the research questions. The Cronbach Alpha was used to test the survey for reliability while item-to-scale correlations were used to the test it for construct validity. The researcher analyzed the data using the SPSS software to answer the research questions. The qualitative portion focused on the relationships that may exist between program effectiveness and ESOL teacher attitudes, ESOL teacher challenges, ESOL teacher efficacy in the use of general strategies and ESOL teacher efficacy in the use of specific verbal and nonverbal strategies. The researcher analyzed the data using frequency data graphs.

Findings

The researcher found the following significant findings with respect the research questions. As a result of the analysis from Chapter V, the researcher found the only significant relationship between the student performance as measured by ACCESS scores and the independent variables was with school clture for ESOL students.

With respect to the other dependent variable, program effectiveness, the analysis found significant relationships with teacher attitudes, school culture for ESOL students and teachers self-efficacy with the use of specific verbal strategies literacy, vocabulary and questioning.

Significant Findings

As a result of the analysis from Chapter V, the researcher found the only significant relationship between the student performance as measured by ACCESS test scores and the independent variables was with school culture for ESOL students. School culture was defined in the study as the teacher perceptions of collegiality of the school, working relationships with general teachers, and the extent to which the program is valued by teachers and administrators. Teachers' beliefs, perceptions, relationships, attitudes, working relationships with the general education teachers, and written/ unwritten rules shape and influence every aspect of how a school functions. The culture was also defined as the extent to which the program was valued by teachers and administrators and the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

With respect to the research, school culture promotes positive learning and impacts achievement. Educational leaders must promote an inclusive culture that supports ESOL students. As a result, the researcher concluded that school culture had the greatest impact on student performance as measured by the ACCESS Test.

With regards to the dependent variables program effectiveness, the researcher found significant relationships with teacher attitudes, school culture for ESOL students and teachers self-efficacy with the use of verbal strategies. Program effectiveness was referred to in the research as the extent that ESOL teachers perceive that the skills learned in ESOL Sheltered classes are effective in helping students to be successful in the core academic subjects. School culture significantly impacts student achievement as well as program effectiveness. Based on the Sheltered Program Model the ultimate goal is to

promote English proficiency which is based on ACCESS test performance. ESOL teacher attitudes was defined as whether teachers believe that all students can learn in the ESOL classroom. The theories of Rosenthal and Jacobson's (1968) along with the theories of Krashen (1985) regarding teacher attitudes were confirmed based on the research findings. Teachers serve as the most influential person in the class and their attitudes to promote instruction to ESOL students promote program success.

ESOL teacher efficacy was defined as the teacher's ability to use and produce a desired result or effect with ESOL teaching strategies. The specific verbal strategies researched were literacy (defined as explicit skills for improving reading and writing proficiency across content areas), questioning (defined as the use and teaching through questioning and prompting techniques), and vocabulary (defined as the explicit teaching of essential content-related vocabulary and key terms within phrases or sentences of varying linguistic complexity). These three strategies are foundational for language acquisition and linguistic development based on the WIDA standards. Based on the research findings, the teacher's confidence in these essential skills promotes program effectiveness.

Implications

The purpose of this study was to examine the teacher perceptions of the Sheltered ESOL Model for grades 9-12 students in a Metro Atlanta school district as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test. This study also measured teacher perceptions of the ESOL Sheltered Program as it relates to academic improvement. As a result, one

implication has been revealed relating to the independent variable school culture for ESOL students as it relates to student performance as measured by the ACCESS Test. Three implications were revealed related to the dependent variable, program effectiveness of the ESOL Sheltered Program, including teacher's attitude, school culture for ESOL students, and teacher efficacy for specific verbal strategies.

One implication can be derived from the significant correlation between both student performance as measured by the ACCESS Test and the dependent variable program effectiveness was school culture for ESOL students. School cultures that engage and respect students, families and educators should collaborate to enforce a constructive shared school vision. Schools communities should collaborate to understand and improve school culture; collective action powerfully supports positive youth development and learning, and promotes the capacity to work and participate in a democracy. Positive school cultures promote student learning and affect student motivation to learn.

Researchers Marzano, Waters, and McNulty (2005) explained the link among school culture, leadership, and student achievement. They stated, "Fostering school culture that indirectly affects student achievement is a strong theme within the literature on principal leadership" (p. 47). Krashen (1985) further confirmed the correlation of school culture and ESOL student achievement:

> If teachers make their classroom instruction comprehensible, then not only will the ESL students learn the subject content but they will be acquiring English at the same time. All teachers of non-native English students should regard themselves as teachers of language too. (p. 7)

Regardless of the training educators will educate an ESOL student at some point in their career and will need to possess the necessary prerequisite skills to teach content and promote the language.

Furthermore, Gruenert (2005) confirmed the impact of school culture through his findings that revealed significant relationships between success and school culture, leadership, and student achievement:

> The school leader is instrumental in shaping the school's culture and leading reform and the presence and sustainability of reform is highly associated with the school's culture. In essence, the principal is probably the most essential element in a highly successful school. (p. 43)

School leaders must work collaboratively with school personnel, parents, and the community to accomplish positive culture goals. Additional goals of school leaders include closing achievement gaps and promoting prosocial behaviors. School leaders, both formal and informal, help shape the nature of school culture (Leithwood, 2005) and thus the nature of school improvement. Positive school cultures and cultural competency benefits include preventing academic failure, reducing drop-out rates, and engaging students and their families in the school community. To create a positive school environment schools, need to be culturally competent.

With respect to teacher attitudes, the research revealed that teacher's attitudes significantly impacted sheltered model program effectiveness. Attitude and motivation often intertwine in the class. If a teacher is motivated and can motivate students, then the student's attitudes will often reflect positive results in both teachers and students. The

theories of Rosenthal and Jacobsen (1968) supported that teacher expectations influenced student performance. “When teachers expected that certain children would show greater intellectual development, those children did show greater intellectual development” (Rosenthal & Jacobson, 1968, p. 85). Rosenthal and Jacob’s central debate was that teacher’s expectations determine their behavior toward students, which can result in raising students’ performance. Rosenthal and Jacobson’s study confirmed that teachers’ expectations matter and suggested that teachers can, intentionally or unintentionally, reinforce existing class, ethnic and gender inequalities. ESOL students are not excluded from this phenomenon. Teachers’ attitudes towards an ESOL student or any student can indeed influence academic success. Research has identified and supported that teacher expectations can have a substantial impact on success in ELL learning. (Zabel & Zabel, 1996).

The research of Krashen (1985) also confirmed the implication of teacher’s attitudes with respect ESOL students: “ESL students are often anxious in mainstream classes” (p. 7). Krashen suggested that teachers should seek ways to reduce the students’ affective filter so that they can profit from the comprehensible input they receive. Krashen confirmed that the teacher’s attitude and acceptance can mitigate student’s anxiety in the class and allow ESOL students to feel comfortable and welcomed. Positive teacher attitudes can reduce the anxiety barriers and promote an openness for learning. Teacher’s attitudes can promote or demote a student’s progress for academic success (Krashen, 2003).

Research to support leadership impact on teacher attitudes was confirmed based on research from Leithwood (1992) that verified, “school principals who succeeded in

their job have used a wide range of mechanisms to motivate and activate their staff to bring about changes in their school culture" (p. 10). Burns (1978) described followers and their leaders as inspiring each other to achieve "higher levels of morality and motivation" such as justice and equality (p. 20).

Lastly, the findings of the study indicated teacher's efficacy with the specific verbal strategies related to ESOL Sheltered program effectiveness. The research revealed that if the teacher feels confident using strategies then the students will most like be successful.

These findings were confirmed through the research of Hoy, Goddard, and Hoy's 2010) collective teacher efficacy theories which encompass a group-level attribute that defines the perceptions of teachers in a school. It also measures the efforts of the faculty as a whole and whether they will have a positive impact on students (Hoy et al., 2000). The findings also support Bandura's (1977, 1986, 1997) social cognitive theory centralizes human agency and the way humans exercise some level of control over their lives. Bandura stated that, "Central to the exercise of control is a sense of self-efficacy or beliefs in one's capabilities to organize anti-execute its course of action required to produce a given attainment" (Bandura, 1997, p. 3).

With respect to specific strategies, Goldenberg (2008) confirmed the findings to support that ELL's acquire the basic skills of literacy through explict instrustion in the components of literacy, such as phonemic awareness, phonics, vocabulary, comprehension, and writing. According to Goldenberg,

> Reading comprehension requires not only the skills of reading—accurate and fluent word recognition, understanding how words form texts that carry meaning, and how to derive meanings from these texts—but it also requires fundamental language proficiency—knowledge of vocabulary, syntax, and conventions of use that are the essence of 'knowing' a language. (p. 44)

These strategies are connected with building foundational language and through active engagement. The teacher's strengths in these strategies directly correlate to program effectiveness.

With respect to the specific strategies, Goldenberg (2008) confirmed the findings of literacy and vocabulary acquisition by stating the following:

> Vocabulary and reading comprehension requires not only the skills of reading—accurate and fluent word recognition, but understanding how words form texts that carry meaning, and how to derive meanings from these texts—but it also requires fundamental language proficiency—knowledge of vocabulary, syntax, and conventions of use that are the essence of 'knowing' a language. (p. 44)

Students that possess basic reading skills and know the language can concentrate on the academic content. The strategy of questioning was confirmed through Cazden's (1988) research. Cazden believed that teacher questions have specific directionality for bringing students' conceptual knowledge of teachers' intentions, and their primary function is to reconceptualize student thinking and understanding. Teacher questions help young readers draw upon background knowledge related to the key ideas of a text and use comprehension strategies (e.g.,

summarizing, clarifying) to process and monitor what they read. These strategies are connected with building foundational language and through active engagement. Teacher strengths in these strategies directly correlate to program effectiveness.

Based on the findings in this study educational leaders must ensure an inclusive educational environment that promotes respect for all teachers, students, parents and stakeholders for ESOL students. The transformational leadership approach that allows leaders to create an environment that builds and maintain a strong collaborative professional school culture, fosters ESOL teacher development and provides support. Bass (1990) concluded that, at its highest level, transformational leadership will domino down the management hierarchy in schools starting with school administrators to teachers. Leaders must share and facilitate power to stakeholders and cultivate a vision and mission for accommodating to ESOL students.

The Wallace Foundation (2012) published a perspective report that provided research and field experiences finds that provided five characteristics of effective school leadership. These five characteristics are aligned with the findings of this study that defines what educational leaders must implement to promote a positive ESOL sheltered program. These characteristics include (a) shaping a vision of academic success for all students, one based on high standards, (b) creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail, (c) cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision, (d) improving instruction to enable teachers to teach at their best and students to learn at their utmost, and (e) managing people, data, and processes

to foster school improvement. If education leaders adhere to these five characteristics relating to ESOL students, the balance of school culture for ESOL, teacher attitudes, and teacher efficacy for verbal strategies are all encompassed to validate the effectiveness of the ESOL Sheltered Program Model as it relates to passing scores on the ACCESS Test.

Limitations of the Study

The limitations of this study included the following:

- The program was restricted to sheltered programs
- The researcher worked for the district.
- Data from surveys was self-reported
- The study was limited to a small sample
- The views on program effectiveness are confined to ESOL teachers only

Recommendations

Recommendations are provided for educational leaders, ESOL teachers, general education teachers, and stakeholders that influence ESOL sheltered programs and future researchers.

Recommendations for Policy Makers

- Analyze current trend data and develop a plan to address weaknesses in ESOL policies that impact achievement.
- Use data to allocate necessary funds to support building ESOL programs in districts.

- Develop polices and allocate funds to support the use of technology to promote ESOL programs.
- Implement policies and practices that promote culturally sensitive district programs.
- Develop policies and procedures to promote an inclusive ESOL culture.
- Develop policies that shape a vision of academic success for ESOL students.
- Collaborate with ESOL stakeholders to implement and reinforce ESOL programs.

Recommendations for District Leaders

- District education leaders must analyze data to continuously improve deficits in the ESOL Sheltered Program.
- District education leaders must cultivate an inclusive school culture for ESOL students. As a result, they must work collaboratively with policy makers, district and school personnel, parents, and the community to accomplish positive culture goals for ESOL students.
- District education leaders must ensure that ESOL teachers are provided adequate professional development opportunities in the district to reinforce and support ESOL student learning.
- District education leaders must build to maintain a strong collaborative professional school culture within the district to foster ESOL teacher development, and provide support to ESOL teachers.

- District education leaders should examine use of technology for ESOL students to enhance instruction for ESOL students and teachers.
- District education leaders must shape a vision of academic success for ESOL students, based on high standards and provide support to culminate that vision district-wide.
- District education leaders must continue to strive to attain goals that include closing achievement gaps and promoting prosocial behaviors for ESOL students.
- District education leaders must manage people and processes to foster improvement in the district.

Recommendations for School Leaders

- Educational leaders must analyze data to continuously improve deficits and promote teacher motivation in the ESOL Sheltered Program.
- Educational leaders must cultivate an inclusive school culture for ESOL students. As a result, they must work collaboratively with school personnel, parents, and the community to accomplish positive culture goals for ESOL students.
- Educational leaders must ensure that ESOL teachers are provided adequate professional development opportunities to reinforce and support ESOL student learning.

- Educational leaders must build to maintain a strong collaborative professional school culture, foster ESOL teacher development, and provide support to ESOL teachers.
- Educational leaders must shape a vision of academic success for ESOL students, one based on high standards, and provide support to culminate that vision.
- Educational leaders must continue to strive to attain goals that include closing achievement gaps and promoting prosocial behaviors for ESOL students.
- Educational leaders must manage people and processes to foster improvement.

Recommendations for ESOL Teachers

- ESOL teachers should analyze data to drive instruction for English proficiency.
- ESOL teachers should collaborate with school leaders to facilitate an inclusive ESOL school vision and culture.
- ESOL teachers should seek professional development opportunities to assist in strengthening specific ESOL strategies particular literacy, vocabulary and questioning.
- ESOL teachers' attitudes have a strong relationship in program effectiveness. Therefore, it is critical that ESOL teachers have high expectations for their students.

- ESOL teachers must continuously work collaboratively with other teachers in the school, ESOL teachers in the district and families to ensure student achievement.
- ESOL teachers should seek training to support dually served ESOL learners.

Recommendations for Future Researchers

- Future researchers should begin to examine strategies to cultivate dually served ESOL students.
- Future researcher should study the relationships between special education and ESOL Programs.
- Future researchers should conduct studies related to ESOL student motivation.
- The future researcher should conduct studies of principal perceptions of program effectiveness of ESOL Sheltered Models.
- Future researchers should conduct parent perceptions of the program effectiveness of the ESOL sheltered models.
- Future researchers should examine ESOL teacher perceptions for ESOL Programs in grade levels K-8.
- Future researchers should research general education teacher perceptions for ESOL students.

Summary

The goal of this study was to examine the teacher perceptions of the Sheltered Delivery Model for grades 9-12 in a Metro Atlanta school district as it relates to passing scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test. This study also measured teacher perceptions of the ESOL Sheltered Program as it relates to academic improvement. Both quantitative and qualitative methods were used in the research study. The quantitative portion of the research focused on the possible relationships that may exist between ACCESS test scores and ESOL teacher demographics, ESOL teacher training, ESOL teacher attitudes, ESOL teacher challenges, ESOL teacher efficacy in the use of general strategies and ESOL teacher efficacy in the use of specific nonverbal and verbal strategies. The research design required the use of the correlation, ANOVA, and regression to test the research questions. The Cronbach Alpha was used to test the survey for reliability while item-to-scale correlations were used to the test for construct validity. The researcher concluded significant findings between student performance as measured by ACCESS scores and the independent variable school culture for ESOL students. The dependent variable—program effectiveness— concluded significant relationships with teacher attitudes, school culture for ESOL students, and teachers self-efficacy with the use of verbal strategies literacy, vocabulary and questioning. Recommendations were suggested for educational leaders, ESOL teachers, general education teachers, and future researchers.

APPENDIX A

School Demographic Data Table

Table A-1

School Demographic Data for the Sheltered 9-12 School Sites by Enrollment, Ethnicity, Attendance, Programs, and Socioeconomic Status: 2013, 2014, and 2015

High School C	School Year			High School O	School Year			High School W	School Year		
	12–13	13–14	14–15		12–13	13–14	14–15		12–13	13–14	14–15
Enrollment	2583	2678	2753	**Enrollment**	2094	2255	2252	**Enrollment**	2232	2344	2323
+American Indian/ Alaskan Native*	0%	0%	4%	+American Indian/ Alaskan Native*	0%	0%	0%	+American/ Alaskan Native*	0%	0%	0%
+Asian*	4%	4%	4%	+Asian*	4%	4%	4%	+Asian*	10%	10%	9%
+Black/African American*	51%	48%	47%	+Black/ African American*	51%	48%	47%	+Black/ African	41%	41%	42%
+Hispanic/Latino, *any race*	26%	27%	30%	+Hispanic/Latino *any race*	26%	27%	30%	+Hispanic/ Latino, *any race*	16%	17%	18%
+Multiracial, *two or more races**	3%	3%	4%	+Multiracial, *more races**	4%	3%	3%	+Multiracial	3%	3%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*	0%	0%	0%
+White*	15%	15%	16%	+White*	15%	16%	16%	+White*	30%	28%	27%
Special Education	10.2%	10.4%	9%	Special Education	9%	10%	10%	Special Education	8%	9%	9%
ESOL	7%	7%	9%	ESOL	7%	7%	9%	ESOL	7%	7%	8%

High School C	School Year			High School O	School Year			High School W	School Year		
	12–13	13–14	14–15		12–13	13–14	14–15		12–13	13–14	14–15
Free/Red Lunch	65%	62%	62%	Free/Red Lunch	65%	62%	62%	Free/Red Lunch	46%	46%	46%
Attendance 5<	50.3 %	52.9%	52.4%	Attendance 5<	39%	43%	41%	Attendance 5<	60%	63%	60%
Attendance 6-15	30.1 %	29%	29.4%	Attendance 6-15	35%	30%	32%	Attendance 6-15	27%	26%	28%
Attendance 15>	19.6 %	18.1%	18.2%	Attendance 15>	26%	27%	27%	Attendance 15>	13%	11%	13%
High School P	**School Year**			**High School NC**	**School Year**			**High School SP**	**School Year**		
	12–13	**13–14**	**14–15**		**12–13**	**13–14**	**14–15**		**12–13**	**13–14**	**14–15**
Enrollment	2,282	2,366	2,541	**Enrollment**	2,784	2923	3044	**Enrollment**	1911	1891	1911
+American Indian/Alaskan Native*	0%	0%	0%	+American Indian/Alaskan Native*	0%	0%	0%	+American/ Alaskan Native*	0%	0%	0%
+Asian*	1%	1%	1%	+Asian*	5%	5%	5%	+Asian*	8%	8%	7%
+Black/African American*	64%	63%	62%	+Black/African American*	34%	34%	34%	+Black/African	28%	31%	30%
+Hispanic/Latino, *any race*	25%	26%	27%	+Hispanic/ Latino *any race*	15%	15%	14%	+Hispanic/Latino, *any race*	14%	14%	15%
+Multiracial, *two or more races**	2%	2%	2%	+Multiracial, *more races**	3%	4%	4%	+Multiracial	3%	3%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*	0%	0%	0%
+White*	9%	9%	8%	+White*	43%	42%	41%	+White*	47%	45%	43%

High School P	School Year			High School NC	School Year			High School SP	School Year		
	12–13	13–14	14–15		12–13	13–14	14–15		12–13	13–14	14–15
Special Education	11%	10.8%	10.1%	Special Education	10%	10%	10%	Special Education	12%	13%	12%
ESOL	4.8%	5.6%	5.3%	ESOL	1.3%	1%	1%	ESOL	2.2%	2.3%	1.8%
Free/Red Lunch	79%	75%	73%	Free/Red Lunch	43%	42%	39%	Free/Red Lunch	42%	42%	41%
Attendance 5<	46.4%	51.7%	0.0%	Attendance 5<	57.5%	57%	58%	Attendance 5<	48%	54%	51%
Attendance 6-15	31.2%	30.9%	32.3%	Attendance 6-15	30.5%	30%	33%	Attendance 6-15	34%	31%	33%
Attendance 15>	22.5%	17.4%	17.7%	Attendance 15>	11.9%	13%	13%	Attendance 15>	22%	15%	16%
High School A	**School Year**			**High School MC**	**School Year**			**High School KM**	**School Year**		
	12–13	**13–14**	**14–15**		**12–13**	**13–14**	**14–15**		**12–13**	**13–14**	**14–15**
Enrollment	1824	1846	1883	**Enrollment**	2422	2448	2429	**Enrollment**	2266	2257	2277
+American Indian/Alaskan Native*	0%	0%	0%	+American Indian/Alaskan Native*	0%	0%	0%	+American/ Alaskan Native*	0%	0%	0%
+Asian*	2%	2%	3%	+Asian*	4%	4%	4%	+Asian*	6%	6%	6%
+Black/African American*	17%	17%	18%	+Black/African American*	51%	48%	47%	+Black/ African	23%	24%	26%
+Hispanic/Latino, *any race*	7%	7%	9%	+Hispanic/ Latino *any race*	26%	27%	30%	+Hispanic/Latino, *any race*	14%	14%	13%
+Multiracial, *two or more races**	2%	2%	2%	+Multiracial, *more races**	4%	3%	3%	+Multiracial,	3%	3%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*	0%	0%	0%
+White*	71%	70%	69%	+White*	15%	16%	16%	+White*	54%	53%	52%
+White*	71%	70%	69%	+White*	15%	16%	16%	+White*	54%	53%	52%
Special Education	11.7%	11.8%	11.3%	Special Education	9%	10%	10%	Special Education	10%	11%	11%

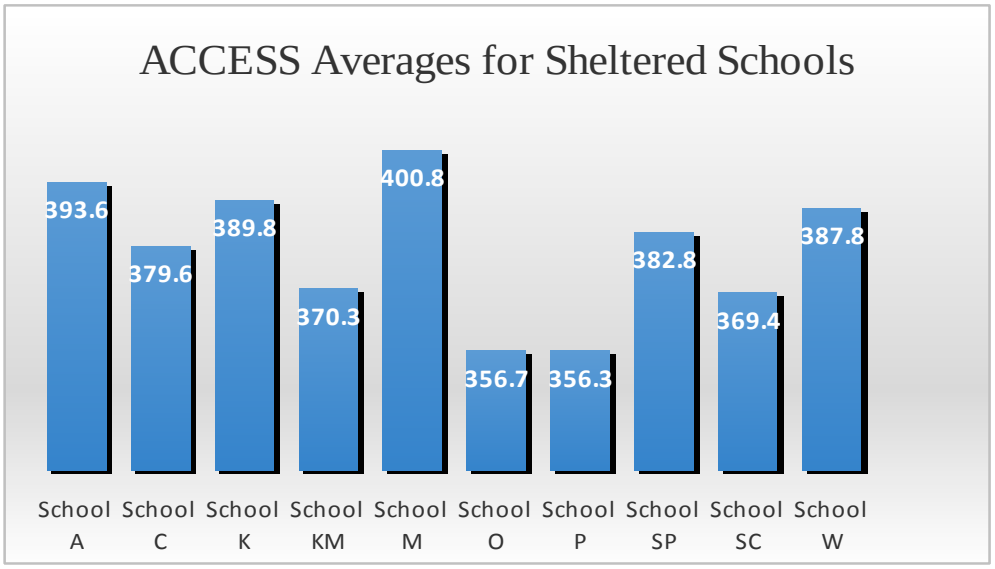
High School A	School Year			High School MC	School Year			High School KM	School Year		
	12–13	13–14	14–15		12–13	13–14	14–15		12–13	13–14	14–15
ESOL	1%	1%	1%	ESOL	7%	7%	9%	ESOL	1%	1%	1%
Free/Red Lunch	55%	22%	20%	Free/Red Lunch	43%	42%	39%	Free/Red Lunch	31%	31%	28%
Attendance 5<	50.3%	61%	56%	Attendance 5<	39%	43%	41%	Attendance 5<	66%	67%	66%
Attendance 6-15	36%	30%	35%	Attendance 6-15	35%	30%	32%	Attendance 6-15	67%	25%	26%
Attendance 15>	9%	9%	9.9%	Attendance 15>	26%	27%	27%	Attendance 15>	62%	29%	8%
High School SC	**School Year**			**High School KL**	**School Year**			**High School KM**	**School Year**		
	12–13	**13–14**	**14–15**		**12–13**	**13–14**	**14–15**		**12–13**	**13–14**	**14–15**
Enrollment	2583	2678	2753	**Enrollment**	1667	1637	1645	**Enrollment**			
+American Indian/Alaskan Native*	0%	0%	4%	+American Indian/Alaskan Native*	0%	0%	0%	+American/ Alaskan Native*			
+Asian*	4%	4%	4%	+Asian*	4%	4%	4%	+Asian*			
+Black/African American*	51%	48%	47%	+Black/African American*	21%	22%	24%	+Black/ African			
+Hispanic/ Latino, *any race*	26%	27%	30%	+Hispanic/ Latino *any race*	10%	13%	14%	+Hispanic/ Latino, *any race*			
+Multiracial, *two or more races**	3%	3%	4%	+Multiracial, *more races**	3%	4%	4%	+Multiracial,			
+Native Hawaiian/ Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*	0%	0%	0%	+Native Hawaiian/ Pacific Islander*			
+White*	15%	15%	16%	+White*	62%	59%	57%	+White*			
Special Education	10.2%	10.4%	9%	Special Education	12%	12%	12%	Special Education			

High School SC	School Year			High School KL	School Year			High School KM	School Year		
	12–13	13–14	14–15		12–13	13–14	14–15		12–13	13–14	14–15
ESOL	7%	7%	9%	ESOL	1%	1%	1%	ESOL			
Free/Red Lunch	65%	62%	62%	Free/Red Lunch	33%	31%	32%	Free/Red Lunch			
Attendance 5<	50.3%	52.9%	52.4%	Attendance 5<	52%	49%	47%	Attendance 5<			
Attendance 6-15	30.1%	29%	29.4%	Attendance 6-15	32%	38%	38%	Attendance 6-15			
Attendance 15>	19.6%	18.1%	18.2%	Attendance 15>	16%	13%	15%	Attendance 15>			

APPENDIX B

ACCESS Test Data for Research Schools

School	ACCESS Average
School A	393.6
School C	379.6
School K	389.8
School KM	370.3
School M	400.8
School O	356.7
School P	356.3
School SP	382.8
School SC	369.4
School W	387.8



APPENDIX C

Item-to-Scale Correlations for Construct Validity

		Correlations				
		TeacherAtts	Item 7	Item 8	Item 9	Item 10
TeacherAtts	Pearson Correlation	1	.469**	.551**	.689**	.706**
	Sig. (2-tailed)		.008	.001	.000	.000
	N	31	31	31	31	31

		Correlations						
		SchlCulture	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23
SchlCulture	Pearson Correlation	1	.468**	.644**	.747**	.213	.774**	.526**
	Sig. (2-tailed)		.008	.000	.000	.249	.000	.002
	N	31	31	31	31	31	31	31

		Correlations				
		ProgEffectiveness	Item 42	Item 43	Item 44	Item 45
ProgEffectiveness	Pearson Correlation	1	.488**	.362*	.570**	.668**
	Sig. (2-tailed)		.005	.045	.001	.000
	N	31	31	31	31	31

APPENDIX D

Tests of Reliability Using Cronbach's Alpha

Program Effectiveness

Reliability Statistics	
Cronbach's Alpha	N of Items
.640	5

Self-Efficacy in Verbal Strategies

Reliability Statistics	
Cronbach's Alpha	N of Items
.700	9

Self-Efficacy in ESOL

Reliability Statistics	
Cronbach's Alpha	N of Items
.762	11

School Culture

Reliability Statistics	
Cronbach's Alpha	N of Items
.715	7

Teacher Attitudes

Reliability Statistics	
Cronbach's Alpha	N of Items
.708	5

APPENDIX E

Participant Letter of Consent

October 11, 2016

Dear ESOL Teacher/Administrator:

I am Nakia Cotton, a doctoral student under the direction of Dr. Trevor Turner from Clark Atlanta University. I am conducting a research project regarding the Teacher Perceptions of the ESOL Sheltered Program and ways to better serve ESOL students through academic skills. I received your name from Cobb County Schools ESOL Department. The department recommended your school as a valuable resource as participants in the ESOL Sheltered Program. Your willingness to participate would be greatly appreciated based on your feedback through the completion of a survey. Additional information may be collected through a brief interview for selected teachers.

The study consists of the following activities:

1. Survey consisting of 46 questions. (Collected no later than October 21, 2016)
2. Interview consisting of 10 questions.

Information obtained in this study is strictly confidential to other teachers, administrators, or parents. There are no known risk factors for your participation in this investigation. Your voluntary participation in this study, your perspective and accounts are valued and will remain anonymous. The goal of this research is to identify relevant data to improve the ESOL Sheltered Programs. Your participation in the research is strongly desired but optional. You may withdraw your survey at any time during the research period.

If you are selected for an interview, I would be willing to arrange a time at based on your schedule and complete the interview via face to face, skype or phone. The proposed research window is tentatively scheduled during the month of October 2016.

If you have any questions or concerns, please feel free to call me at 850-294-2975. Please sign the consent below and return it to Nakia Cotton via mail, fax at 678-594-8563 or scan via email at nakiacttn@yahoo.com or Nakia.cotton@cobbk12.org no later than October 21st signatures and correspondence will be accepted after this date as I really would like your input and value your time and busy schedules.

Please retain this letter after completing and returning the signature page to me. (Attached return envelope)

Thank you in advance for your time.

Sincerely,

Nakia Simmons-

Nakia Simmons Cotton
Doctoral Research Student at Clark Atlanta University

Please indicate whether or not you wish to participate in this project by checking one of the statements below, signing your name and returning it to me.

_____ I will participate in Ms. Nakia Cotton's study of the ESOL Sheltered Program Model in High School.

_____ I will not participate in Ms. Nakia Cotton's study of the ESOL Sheltered Program Model in High School.

_____	_____
Signature of Participant	Printed Participant's Name
_____	_____
School	Date

APPENDIX F

ESOL Teacher Interview Questions

ESOL Teacher Attitudes

1. What are the things do you enjoy about teaching ESOL students?

2. Do you feel that the ESOL students are showing growth in core academics due to the ESOL Sheltered courses? Explain?

3. Do you feel that the Sheltered courses prepare students for English proficiency on the ACCESS Test? Explain.

4. What are your feelings in regards to ESOL student growth and teacher evaluations? Why?

ESOL Teacher Challenges

5. What are some of your challenges you encounter teaching ESOL students?

6. What is the biggest challenge of all of the challenges? Explain.

7. What are recommendations, suggestions or ideas you feel remove some of the challenges associated with teaching ESOL Sheltered Classes?

School Culture

8. Do you feel that ESOL students are welcome in general education classes?

9. Do you feel school administration supports you in teaching ESOL as far as resources, scheduling, planning time collaboration time, etc.? How?

10. Do you feel that you are supported by your peers (non-ESOL) teachers as an ESOL Teacher as far as supporting student's academics?

Teacher Efficacy in General ESOL Strategies

1. What non-verbal and non-verbal strategies do you feel the most comfortable implementing in your classes? Why?

2. What verbal and non-verbal strategies do you feel uncomfortable implementing in your classes? Why?

Teacher Efficacy in Specific verbal and non-verbal strategies

1. What verbal strategies out of literacy, questioning, and vocabulary do you feel less and most comfortable implementing in your class? Explain.

2. What non-verbal strategies out of modeling and collaboration do you feel less and most comfortable implementing in your class? Explain.

APPENDIX G

ESOL Teacher Survey

Please Complete the Survey

ESOL Teacher Demographics

Please complete the following questions.

1. **Are you male or female?**
   Mark only one oval.
   - ◯ Male
   - ◯ Female

2. **What is your ethnic background?**
   Mark only one oval.
   - ◯ Caucasian
   - ◯ African American/Black
   - ◯ Hispanic
   - ◯ Asian
   - ◯ Pacific Islander or Native Hawaiian
   - ◯ Multiracial

3. **What is your highest education level?**
   Mark only one oval.
   - ◯ Bachelor's Degree
   - ◯ Graduate Degree
   - ◯ Associate Degree

4. **I became ESOL Certified by**
   Mark only one oval.
   - ◯ Taking a certification test
   - ◯ Completing an add-on course
   - ◯ Taking district level courses

5. **How long have you been teaching?**
Mark only one oval.

- 0-5 years
- 6-10 years
- 11-16 years
- 16-20 years
- 20 and over

6. **How many years have you taught ESOL?**
Mark only one oval.

- 0-5 years
- 6-10 years
- 11-16 years
- 16-20 years
- 20 and more

Skip to question 7.

ESOL Teacher Attitudes

Please answer the following questions.

7. **I enjoy teaching ESOL students.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. **I feel that my ESOL students are making adequate progress my class.**
Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. **I feel that my students will demonstrate growth on the ACCESS Test.**
Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

10. **I feel my dually served ESOL SPED students are making progress in the Sheltered Classes.**
Mark only one oval.

- ◯ Agree
- ◯ Disagree
- ◯ Somewhat agree
- ◯ Not Applicable

ESOL Teacher Challenges

Please answer the questions on a scale of 1-5, with 1 being the least challenge and 5 being the greatest challenge.

11. **Please rank the following challenge as an ESOL Teacher.**
Mark only one oval.

	1	2	3	4	5
planning time	◯	◯	◯	◯	◯

12. **Please rank the following challenge as an ESOL Teacher.**
Mark only one oval.

	1	2	3	4	5
Language barriers	◯	◯	◯	◯	◯

13. **Please rank the following challenge as an ESOL Teacher.**
Mark only one oval.

	1	2	3	4	5
school culture	◯	◯	◯	◯	◯

14. **Please rank the following challenge as an ESOL Teacher.**
Mark only one oval.

	1	2	3	4	5
administrative support	◯	◯	◯	◯	◯

15. **Please rank the following challenge as an ESOL Teacher.**
Mark only one oval.

	1	2	3	4	5
student motivation	◯	◯	◯	◯	◯

16. **Please rank the following challenge as an ESOL Teacher.**
Mark only one oval.

	1	2	3	4	5
teacher collaboration	◯	◯	◯	◯	◯

17. **My greatest challenge as an ESOL is**
Mark only one oval.

◯ Other:

School Culture for ESOL Instruction

Please answer the questions based on whether you strongly agree, agree, disagree or strongly disagree.

18. **I feel that the school administration supports Sheltered ESOL instruction.**
Mark only one oval.

◯ Strongly agree
◯ Agree
◯ Disagree
◯ Strongly disagree

19. **I feel that the general education teachers support ESOL students and Sheltered ESOL Instruction.**
Mark only one oval.

◯ Strongly Agree
◯ Agree
◯ Disagree
◯ Strongly Disagree

20. I feel that teachers generally support ESOL students academically and socially in the general classes

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly DIsagree

21. **I feel that ESOL students are treated differently than other students.**

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22. **I feel supported as an ESOL teacher by the school and district.**

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

23. **I am fulfilled teaching ESOL Students.**

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Instructional and use of ESOL Strategies

Please answer the following questions in regards to the use of ESOL Strategies and non-verbal strategies.

24. **I use a variety of strategies to educate ESOL students.**

Mark only one oval.

- Always
- Most of the time
- Sometimes
- Seldom

25. **I feel_____using ESOL strategies with my ESOL Students.**
Mark only one oval.

- Very confident
- Confident
- Somewhat comfident
- Unconfident

26. **I feel_____providing strategies to my dually served ESOL Students.**
Mark only one oval.

- Confident
- Somewhat Confident
- Not Confident
- Not applicable

27. **I use non-verbal representations in my class.**
Mark only one oval.

- Always
- Most of the time
- Sometimes
- Seldom

28. **I use modeling strategies in my class.**
Mark only one oval.

- Always
- Most of the time
- Sometimes
- Seldom

29. **I feel_____using modeling strategies in my classes**
Mark only one oval.

- Very confident
- Confident
- Somewhat confident
- Unconfident

30. **I use collaboration strategies in my classes.**
Mark only one oval.

- ◯ Always
- ◯ Most of the time
- ◯ Sometimes
- ◯ Seldom

31. **I feel_____using collaboration strategies in my classes**
Mark only one oval.

- ◯ Very confident
- ◯ Confident
- ◯ Somewhat confident
- ◯ Unconfident

32. **I feel_____using non-verbal strategies with my dually served ESOL SPED Students.**
Mark only one oval.

- ◯ Confident
- ◯ Somewhat Confident
- ◯ Not Confident
- ◯ Not Applicable (I do not have ESOL SPED students in my class.)

33. **Please mark the most used non-verbal strategy.**
Mark only one oval.

- ◯ Collaboration
- ◯ Modeling and practice

Use of Verbal Strategies

Please answer the questions related to the use of verbal strategies in class.

34. **I use literacy strategies in my class**
Mark only one oval.

- ◯ Always
- ◯ Most of the time
- ◯ Sometimes
- ◯ Seldom

35. **I feel_____using literacy strategies in my classes**
Mark only one oval.

- Very confident
- Confident
- Somewhat confident
- Unconfident

36. **I use vocabulary strategies in my classes.**
Mark only one oval.

- Always
- Most of the time
- Sometimes
- Seldom

37. **I feel_____using vocabulary strategies in my classes.** **Proficiency.**
Mark only one oval.

- Very confident
- Confident
- Somewhat confident
- Unconfident

38. **I use questioning strategies in my classes.**
Mark only one oval.

- Always
- Most of the time
- Sometimes
- Seldom

39. **I am_____in using questioning strategies in my classes.**
Mark only one oval.

- Very confident
- Confident
- Somewhat confident
- Unconfident

40. **I feel_____using verbal strategies with my dually served ESOL SPED Students.**
Mark only one oval.

- Confident
- Somewhat Confident
- Not Confident
- Not Applicable (I do not have ESOL SPED Students in my class.)

41. **I feel that I would benefit on additional training on the following strategies**
Mark only one oval.

- modeling
- Collaboration
- Vocabulary
- Questioning
- Literacy
- Other:

ESOL Sheltered Program Effectiveness

Please answer the questions in regards to the overall sheltered program.

42. **I feel that the overall Sheltered ESOL program promotes English Proficiency.**
Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

43. **I feel that additional supports are needed to ESOL programs to promote English Proficiency.**
Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

44. I feel that ESOL students' sheltered progress will be adequately aligned with the ACCESS test results.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

45. **I feel that the ESOL Sheltered Model supports students with disabilities in ESOL.**

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly disagree
- Not applicable (I do not teach ESOL SPED Students)

46. **I feel that the ESOL Sheltered program may be improved with**

Mark only one oval.

- Other: _____

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